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ABSTRACT

These proceedings focus on the theme of the foreign languages within the humanities. Standing committee meetings described are: (1) FLES, (2) High School and College Foreign Language Articulation, (3) Legislation, (4) Multimedia, and (5) Evaluation of Regents Examinations. Panel meetings center on: (1) culture, (2) cocurricular foreign language activities, (3) foreign languages for pupils of lower academic achievement, (4) innovations, and (5) preparation of college teachers of foreign languages. Articles include: (1) "The MacAllister Report", (2) "The Responsibilities of the Foreign Language Teacher in a Changing World", (3) "Curricula for the Preparation of College Teachers", and (4) "The Preparation of College Teachers of Foreign Languages." Other articles deal with the humanities, Latin, teacher problems, and mandated language instruction in a democracy. (RL)

NEW YORK STATE FEDERATION OF FOREIGN LANGUAGE TEACHERS

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PROCEEDINGS

1968 Annual Meeting

Theme: FOREIGN LANGUAGES WITHIN THE HUMANITIES

FL 001 596

Hilier Spokoini, Editor

NEW YORK STATE FEDERATION OF FOREIGN LANGUAGE TEACHERS

Founded 1917

A Constituent Member-Association of the National Federation of Modern Language Teachers Associations (NFMLTA)

Affiliated with the American Council on the Teaching of Foreign Languages (ACTFL)

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FOREWORD

Because of the wide variety and outstanding quality of our programs, numerous teachers of foreign languages have expressed the wish to see in print the addresses and papers presented at our Annual and Regional Meetings. This publication was undertaken to realize that wish.

These special papers written for the Annual Meeting deserve indeed the widest dissemination and discussion, and will hopefully be read with great profit by teachers of FL and studied by those presently enrolled in FL teacher preparation.

We hope that these *Proceedings* will not only be interesting and useful to all our members on account of the original materials they contain, but will also give the participants in our Annual Meeting the opportunity to acquaint themselves with the developments at the concurrent small-group meetings they could not attend.

While insufficient follow-up between some Recorders and Panelists, as well as limitations in space, prevented a more exhaustive coverage of the 1968 Annual Meeting, we would like to express our sincere thanks to the Recorders who did send us all the papers read at their respective panel sessions.

March 31, 1969 The Editor

STANDING COMMITTEE MEETINGS

1. FLES

The meeting took place with Gladys C. **Lipton** and Will-Robert **Teetor** presiding. The following Standing Committee members were present: Evelyn Barthé, Ruth L. Bennett, Harriet Bryer, Maria Davicino, Nancy Frankfort, Ruth G. Groen, Sally G. Hahn, Jerome G. Mirsky, Marion Richards, Elnora E. Rice, Nancy Schneider, Louise Rypko Schub, Maurice Silver, Judith Sonich, Virginia L. Spaar-Rauch, Warren J. Tarrant, Gladys C. Lipton and Will-Robert Teetor.

Reports were given concerning FLES meetings in New York State. Nancy **Schneider** gave a brief report on the FLES meeting held at Syracuse on October 5, 1968. The major problem discussed at that meeting was that of articulation of FLES programs with Junior and Senior High School language programs.

Committee members reported on the status of FLES programs in their area. Modifications in programs or their phasing out were due to any or all of the following problems: local finances, lack of coordination, lack of staff. After discussion of these problems and primarily that of articulation between FLES and the Secondary programs, the following suggestions were given:

1. A coordinator should explain the program to parents and administrators
2. Meetings should be arranged with local administrators to promote FLES
3. Conferences should be held to bring together the two views of Secondary and FLES programs
4. The goals and objectives of both programs should be aired.

The objectives of FLES were discussed. In summary, FLES includes the learning of the four skills, listening, speaking, reading, and writing. Reading and writing skills have a place in the FLES program depending on a number of factors, such as: when the language is begun, the frequency of classes and the level of the children.

For evaluation of FLES programs, Mrs. Lipton recommended various research bulletins which would be valuable to share with local administrators.

MLA Journal, Dec. 1967, *The Effect of FLES on the High School*
MLA Journal, May 1968, *Cost and Time vs. Achievement and Satisfaction*
State Education Bulletin 106—*FLES Evaluation in the Fairfield Schools*
Mildred Donoghue, *Foreign Languages and the Elementary School Child* (Brown)
AATF Report, *The FLES Student:A Study* (Chilton)
MLA, *FLES Packet*
FLAnnals Oct. 1968, *Survey of Programs in Cities over 300,000*

Referring to last year's FLES COMMITTEE concerning the certification of FLES teachers, Sally **Hahn** informed the Standing Committee that the FLES Section of the New York State Teachers Association was also interested in this matter and had presented its written recommendations. Discussions followed with representatives of the Colleges regarding the different types of FLES teacher preparation programs in New York State.

The plans for the FLES Workshop were discussed to be held in Buffalo, N. Y. on March 21, 1969. All FLES teachers in New York State and surrounding States as well as professional personnel from Canada will be invited. This workshop is a good opportunity not only to share views about FLES, but also to reach the administrators, if possible. Finally, the Standing Committee "brainstormed" the following ideas:

1. Demonstration classes of FLES; 2. Speakers; 3. FLES exhibitors of materials; 4. Demonstrations of materials and how to use them; 5. Videotapes of FLES classes and follow-up discussion; 6. Demonstration of audio-visual techniques;

7. Panel on articulation to examine some programs of good articulation; 8. Panel of administrators; 9. Evaluation of FLES students; 10. Teacher preparation; 11. Correlation with other areas taught; 12. Panel of Jr. High and Sr. High School students discussing FLES experiences; 13. Scheduling problems: a panel of administrators and teachers?

(Report submitted by Sally G. **Hahn**, Ballston Spa C.S.)

2. HIGH SCHOOL-COLLEGE ARTICULATION

The meeting took place with Acting Chairman James C. **Faulkner**, SUCNY /New Paltz, presiding. Fourteen members were present.

Gordon R. Silber (SUNY, Buffalo), the former Chairman of this Standing Committee, was informed of the activites of the Committee to date. During the discussion it was brought out that the efforts to develop intervisitation between institutions of higher learning and secondary schools were most significant. The "Buffalo Experiment", conducted under the sponsorship of the New York State Federation of FL Teachers, was reported in the *Modern Language Journal*. However, little progress seems to have been made in this direction and although various Colleges and Universities throughout the State have established rapport with neighboring secondary schools, it does not appear, at this time, that the concept of intervisitation between Colleges and High Schools—or between High Schools for that matter—is being actively supported.

Placement procedures and policies were discussed with the apparent evidence that no two institutions in the State of New York use the same criteria for placement of entering students. It was the consensus of the Standing Committee that this problem, more than any other, needs special study if articulation is to be expected between secondary schools, junior colleges, and colleges. It was suggested to mail a questionnaire to all the institutions of higher learning throughout the State in order to factually identify the various placement procedures used. However, it seems that the Educational Testing Service (ETS) has already conducted a survey among selected institutions and will soon publish its findings.

James Faulkner indicated his concern about the effectiveness of the Standing Committee within the present concept of a two-to-three hour annual get-together. He suggested, therefore, the Standing Committee be reorganized in order to become a working instrument of the Federation and, to this effect, requested authorization to study the composition and mandate of the Standing Committee, discuss the situation with the President of the Federation, and submit a set of recommendations for possible improvement. The members concurred with this suggestion.

3. LEGISLATION

The meeting took place with Acting Chairman Alma **Adolf** presiding. (Chairman Joseph M. Vocolo was unable to attend). Eleven members were in attendance. Vivienne Anderson was present at the request of Mr. Paul M. Glaude, Chief, Bureau of FL Education.

Copies of the resolution adopted by the Legislative Committee in October, 1967, and the Amendment to the Education Law, as proposed by Assemblyman Stavisky, were distributed and discussed. All agreed that the proposed Stavisky Amendment should be modified because such matters should be formulated and drawn up by educators and not by legislators.

The following Resolution was then drawn up and unanimously approved by the Standing Committee on Legislation:

Whereas the NYSFFLT sympathizes with the intent of the legislation presented in Assembly Print 3910 A, and

Whereas the NYSFFLT is opposed to extending the principle of mandating educational programs by legislation, and

Whereas we do feel that FL programs should be regularly included in the curriculum throughout the Junior High School or Middle School with co-ordinated supervision.

Be it, therefore, resolved that the NYSFFLT go on record that the State Education Department accelerate such action as will promote a sequential extention of the teaching of FL progressively to grades below the high-school level where and when feasible, and

Be it further resolved that the NYSFFLT stand ready to assist the State Education Department in devising a progressive introduction of such a program and encourage the development of appropriate college programs to prepare additional qualified teachers for grades below the secondary level, and

Be it further resolved that the NYSFFLT, in recognition of the specialized skills needed by a FL teacher, request the establishment of a separate area of certification for such teachers below the secondary level, and

Be it further resolved that the Officers of the NYSFFLT discuss these matters further with Associate Commissioner Walter Crewson at the scheduled December, 1968 meeting.

(Report submitted by Sr. Andrew JOHN, Archbishop Walsh H.S., Olean.)

4. MULTI-MEDIA

The meeting took place with Hilier SPOKOINI presiding. The following Standing Committee members were present: Marian L. Allen, Mary Assini, Gilda Geiss, Sr. Mary Leane, Virginia S. McDermott, Jacob Miller, Guy Nardo, Nancy E. Wallace, and Samuel Ziskind. Mr. Jack Moorfield, Ontario Modern Language Teachers' Association, participated in the discussions.

It was felt that, at our Annual and Regional Meetings, demonstrations of programed and computer-assisted instruction should be given. The use of videotapes in FL teacher preparation should also be illustrated to the membership. It was further suggested that the State Education Department be called upon to subsidize schools experimenting with audio-visual aids in the teaching of FL, and mandate a sixth weekly language laboratory period (like in Biology, Chemistry, and Physics) for secondary school pupils in Levels I, II, and III. Many media should be utilized during this "extra" language lab period, such as foreign films, slides, tapes, TV, and student dramatic presentations in the FL.

It was the consensus of the Standing Committee members that the Bureau of FL Education be requested to collect information on the various types of multi-media materials currently being used throughout the State, the various ways in which they are being used, and an appraisal of the results obtained. This information should be collated, appraised, and published.

Textbooks and cultural materials were discussed. It was felt unanimously that too many of them lacked visuals and too few teachers used multi-media to create speech. It was deemed regrettable that there are not enough multi-media materials and/or equipment to meet the needs of the FL teachers at all periods of the school day. It was, therefore, suggested that projectors, transparencies, filmstrips, films, screens, tape recorders, phonographs, discs, maps, posters, etc. be made available to each FL teacher on a permanent basis as part of the FL classroom. These readily available materials would induce the FL teacher to use them more frequently as stimuli for conversation in the target language.

While the consensus was that only smaller schools should have "electronic FL classrooms" it was felt that means should be explored to utilize the language lab more frequently. One way of making the language lab more attractive to FL teachers is to request the manufacturers to concentrate their efforts on making the operation of the language labs less complicated and thereby increasing its usefulness to the students.

Individual students should be encouraged to use the language lab as a library for remedial and enrichment purposes, during their study, lunch, and

FL periods. Positions of *Lab Teachers in FL* ought to be created for the purpose of servicing the language lab and tape library, scheduling classes, training student laboratory aides, preparing and duplicating tapes, and grading tapes of individual speaking tests.

5. EVALUATION OF REGENTS EXAMINATIONS

The meeting of the Standing Committee was called to order by its chairman, Leo BENARDO. The following members were present: Edward J. Calabrese, Arthur P. Cotugno, Victor-Maurice Faubert, Antoinette Fava, Kathryn F. Fellows, Sr. Mary Joannes, M. Elinor Lente, Thomas Parrott, Arthur H. Reents, and Louise Kamins Scheer.

The first item on the agenda was discussion of a mid-year's meeting of the Standing Committee. It was decided that it would meet in a central location to work on questions prepared by members of the Committee and designed to correct the faults of the current types of Regents questions. The time and place of this meeting are to be set by Leo Benardo after consultation with the members of the Committee. Leo Benardo indicated that he would arrange to have Mr. Paul M. Glaude, Chief, Bureau of FL Education, attend this meeting *in person* and not through someone delegated by him.

The directive of the State Education Department, dated June 8, 1968, was read allowing a fourth unit of "local" credit—but not Regents credit—when the Regents examination is successfully completed after *four* years of study. Ensuing discussion revealed that the Standing Committee felt that this was a step in the right direction and a healthy improvement over the previous directive which allowed no credit for such a fourth year of study. Further discussion revealed a variety of local situations, each with quite different problems.

To permit greater autonomy in the solution of these problems, the following *motion*, proposed by Victor-Maurice Faubert and seconded by Louise Kamins Scheer was adopted by an eight to one vote: BE IT RESOLVED THAT the NYSFFLT urgently recommend to the State Education Department that (a) the title of the Regents examination in modern foreign languages be changed from "(Language) Level III" to "Comprehensive Examination in (Language)" and that (b) the time of the administration of this examination and the credit assigned to the completion of the State Diploma requirements be left to local discretion."

A brief discussion followed which related to the possibility of two-track statewide examinations. The members of the Standing Committee were urged to come to the mid-year's meeting and to contact FL teachers in their own area by questionnaire to obtain their opinions on the current format and question types used in the Regents examinations for possible submission to Mr. Glaude.

THE URGENCY OF THE HUMANITIES IN THE AGE OF TECHNOCRACY

Dr. Walter S. Crewson, Associate Commissioner for Elementary, Secondary, and Adult Education.

This may well be the last public address that I will make before a professional body and I hope that you don't mind if I reminisce a little and go back nearly half a century to my first year of teaching.

I can remember sitting out on the front porch of the farm home where I was living, about half a mile from my school, reading a book some of the older members of this association will remember: *The Foundations of Method* by William Heard Kilpatrick. I came to that book after six weeks of teaching, knowing that I did not have all the golden answers and being dead sure that somewhere in the book they were all written down. As I was reading through the pages and between the lines, Kilpatrick was saying to me: "Mr. Teacher, I know very well what you're looking for. You are looking for the golden sentences in which I tell you the right way to do everything. Mr. Teacher, there is no such golden sentence anywhere and if ever there were one, *you* will write it yourself because you have to build your teaching around *your* uniqueness." He spoke on: "Do you know how you'll write these golden sentences? *You* are going to find the curriculum where you never expected to find it. It's *in the children* and it isn't hard to find if you just assemble the known facts about them." And he added: "You know, if I were the Angel Gabriel and were looking for the great teacher, I think the first thing I'd want to know is how much he or she knows about the *souls* who sit in his or her class." And then he got specific and told me how to give certain basic standard tests, how to analyze the results and how to base my teaching on them. I give you my word, from that day to this, I have been the captain of my own soul. I have felt that the situation that was in front of me was amenable to my changing, and this has been my joy always, no matter how big the class.

Paul Mort, whom most of you did not know and are that much poorer for it, was a great teacher. He was all of that and I say this with much humility. I went to see him after I was appointed to the Associate Commissionership, and I had known him for about five or six years. He said to me: "Walter, I hate to say what I am going to tell you about that (State Education) Department. It's a master of tactics and logistics, but its *strategy* is just plain 'lousy'." That's what he said. My mind flashed back to Kilpatrick because he too was always talking about *strategy*. Strategy is the part of education that you build around yourself, that you engineer. I am sure that Paul Mort was justified in what he said and, while I don't want to stand here and guarantee you that we washed it all out in blood, I do want to say to you that there are quite a few people in the Department now who share my belief that you don't have to be supine and passive and simply pass out the curriculum, but you *can* have something to do with the way education goes, either its content or its method or its personnel or its finance or the laws that govern it.

On October 4, 1957, Sputnik went up and America lost its sense of direction. Immediately every Board of Education in the land pilloried its Superintendent because not enough children were taking Math and Science. The Board of Regents signaled to me that it wanted me to assemble, during the month that followed, the data that would show what the status of enrollment in Math and Science was in this State, and what it had been over the past ten years. And while, at the next meeting, I was able to tell the Board of Regents that the enrollment had steadily increased, both in number and in fraction of the total students, I say that had we not lost our sense of direction, had we known what we were about, had we used *strategy*, we would have immediately emphasized poetry in our high schools. Instead, we just deepened the emphasis on the materialistic in our curriculum!

What is it the poet says?

Daily, with souls that cringe and plot,
We Sinais climb, and know it not.

I think this could be said of every teacher, and particularly of every teacher sitting here, and every supervisor and administrator. But what I am pleading for here is that we take off the last phrase '*and know it not*'. I want you to climb Sinais and know it and to feel the real joy of being able to make things over in the image of your own background, aspirations, insights and energies. Because for nearly half a century I have lived an enchanted existence. When my friends say to me: "Do you feel as good as you seem to feel?" I tell them that I always feel a little better than I seem to feel, but I always feel good. Somehow the lessons of Kilpatrick and Paul Mort and a few other great teachers helped me to look forward to tomorrow with great anticipation, and never with any dread, no matter how portentous tomorrow's offering may be. The 'joy of what next' can only come to people who believe that they can initiate, and who are not necessarily, as the poet said, 'dumb driven cattle.'

Well, America prospered. You would have to give me that, wouldn't you? We have never had a period of prosperity comparable to the one we had during the last six or eight years. It has established a world-record for a sustained period of prosperity. And so you could say: "Well, what about all this? If our curriculum has been representing an overemphasis on the materialistic, what's wrong with that?" What is wrong with it is that we have gained the world and lost our soul. That is what is wrong with it! We are going to have to do an about-face, whether we like it or not—and I suspect we are not going to like it—and begin to broaden our perspectives, including our curriculum, and round it and put emphasis on the things of the spirit, of excellence, and of fineness, on truth, beauty and goodness, and not just on 'how much', 'how many', and 'how rich'. We are going to clip a new kind of a coupon from our investment in the deep satisfactions of the finer things and we are going to raise a generation who will do likewise.

I do not need to remind you that, in ancient times, the city of Athens never was bigger than ten thousand souls, and the city of Carthage represented many hundreds of thousands. In Athens, they learned to make law, to strike coins, to write poetry and music, to perfect architecture and sculpture. The Athenians invested themselves in the finer things and Athens of the ancient days will live forever. But in Carthage, they made wine, leather and jewelry—consumer and luxury goods—and Carthage is gone without leaving a trace. Remember how Cato, the Censor, used to appear before the Roman Senate and always conclude his address with "Delenda Carthago" until he finally got the Romans to believe it. The Romans destroyed Carthage and it is gone without a trace. But no one can destroy what Athens stood for: this is indestructable, this will live on forever. In essence, I am saying that this is the kind of engineering, the kind of strategy that you, the individual teacher and administrator, must build into education in this great land if indeed it is to survive, ant not be lost without a trace. Would you believe that of the twenty-two known civilizations since the beginning of time, only two now exist? Not one of them defeated from without —not one of the twenty that have gone. All of them were decayed from within. It seems to be characteristic of the breed of civilization. As I look around me and see our young people disaffected, alienated, seeking through every means at their disposal to proclaim their independence of us, "Hell no, I won't go!" "They do not know, these babes, they do not know what they are saying. I would like to suggest that, if you really understood what happened inside of them, the free public schools have raised a generation that senses that something fundamental is wrong. A generation that senses that man does not live by bread alone, that senses that a man would gain the whole world and lose his soul. This generation is rebelling against it. It cannot put it into those words—not this generation anyway. But we will soon get one that can, and *we* will change or *they* will *change us!*

Now, what does all this have to do with the Modern Languages? Just this. I had the pleasure of going to Copenhagen about eighteen months ago where I visited a Gymnasium. I had told the Headmaster of the Gymnasium, who spoke English as well as anyone in this hall, that I wanted to visit a 7th or 8th Grade and talk to the students for a while. He took me into the 8th Grade and introduced me to the teacher who knew I was coming but did not know that I was going to talk with her class. I suppose there were twenty-eight in that class—all clean, bright-looking, and up-and-coming children. I sat down and, thinking that I should warm up a little bit to make sure I would not get lost, I talked to the students about the weather and a couple of other things. But I discovered very quickly that nobody was going to have any trouble with the foreign language—none at all. (Before I go on, I have to remind you that only fifteen per cent of the age-group are in a Gymnasium and that, consequently, I was talking to the very select in that age-group.) I said to them: "I come from the United States of America and I want to let you know that what is happening here this morning could not happen there: a foreigner dropping into a classroom unannounced, sitting down and conversing with the class in his own tongue. That could not happen in America. Tell me. What are your ideas about what you want to do in life. I just want you to talk and I will listen."

We talked for quite a while and, when we got through, I said: "You folks speak English as well as I do and I have had pretty good experience speaking it. How come in Denmark the second language is English?" One little girl said: "Did you know that once we ruled England?" I had to think for a second and then asked her what that had to do with her speaking English. She answered: "I don't know, unless we just maintained a lot of connections with them since then." We talked about their commercial ties with England, and the fact that their families often vacation there. One little boy said:" Has it occurred to you that English is a bridge language? I cannot speak Spanish, but I can speak to any Spaniard who can speak English. I cannot speak French, but I can speak to any Frenchman who can speak English." You could read from what they said that they were getting great satisfaction out of the fact that they could converse in two different languages. It gave them power. That was such a terribly fascinating thing and as I went through that day, I kept saying to myself: it really did happen. I talked to the children who were trained in Danish and who gave me back my own language about as well as I can handle it. It was amazing to me. I did not want to leave. We often say that the thing that is wrong with the education of the disadvantaged is that somehow we fail to teach them to have good respect for themselves. If we give a child the capacity to converse in some language other than his own, we give him status in his own eyes that we hardly do otherwise.

I warned you that at the Gymnasium, I was talking to only fifteen per cent of the age-group. But, my dear friends, I would even settle for that if you could produce fifteen per cent of the age-group who could be as facile with a second language as these kids were with English. I'd be terribly proud of you. The greatest scandal that rests in the closet of this profession, knowing very well what we were doing, we permitted ourselves to pretend to this great society that a two-year foreign language program would teach the language. That is what we did and why they did not hang us for it—only God knows, for we surely had it coming. I think we must face up to the fact that the mastery of a language is a fairly complex business. These kids in Copenhagen had begun their English in the fourth Grade, so they were in their fifth year as I sat there and talked with them that morning.

It now takes only four hours and forty-five minutes to fly from Kennedy airport to Preswick airport in Scotland. No wonder the airlines in their advertising are now speaking of the Atlantic River instead of the Atlantic Ocean. When the supersonic plane comes off the drawing board in the early seventies, you will be able to have breakfast in New York, a very leisurely luncheon in Paris and be back home for dinner without any sweat and strain. And there still remains the rocket. And the world continues to get smaller and the challenge to you becomes deeper: to take these little children and to arm them with another language. Maybe, after all, the bilingualism of our people will be as potent as that hardware we have stashed in those big silos on the Great Plains aimed at the capitals of the earth. For this will be aimed at the heart of the earth. When I talked to those little kids in Copenhagen, I hated to leave them for already a bond had begun to form. As I look at you, I think about your tremendous and limitless potential, if you will just pick up the ball, carry it a little bit. and *not* be driven by it. That is within your hands.

Finally, one of my responsibilities is the reorganization of school districts. I am very proud to tell you that, during my tenure in Albany, we have eliminated about twenty-five hundred school districts in New York State. But, in spite of that, more than one-half of our high schools have less than one hundred children in their senior classes. Think for a minute what this means to you and to the richness of the modern language program. How rich a program can a high school have when it has less than one hundred seniors? You have enough brains to do something about it, and enough strength and influence to continue everlastingly to preach to those who will listen, that to be adequate, flexible, and economical a high school ought to have at least one thousand children in order to provide enough alternatives, flexibility, and electives. You do not have to be washed around on the tide like a leaf and that indeed, if you are, life will get awfully boring to you because the tide is the same every time it comes in. But if you can bend it just a little to your will, insights, and inspiration, then life can become, as it has so long for me—enchanting.

(This address was edited from a transcription made by Sr. Dolores RYAN, St. Angela Hall Academy, Brooklyn, tape-recorded by our Past-President Dr. Lucy A. MASSEY).

PANEL DISCUSSIONS

1. CULTURE IN THE CLASSROOM: JR. H.S./INTERMEDIATE SCHOOL

Panelist Josephine MORABITO, Board of Education, New York City, concentrated her remarks on the teaching of culture through the language itself. She stressed the importance of realia, but advised against its use as an end in and of itself. Points of culture in the Intermediate Schools should develop from the material taught in class, and should add to the total picture, stressing its oneness.

This approach was also followed by Panelist Sandra TOMLINSON DRESSLER, I.S. 201, New York City, who held that culture should be taught in the context of daily life. Cultural topics are to be made relevant by correlating them with other subject areas, such has Home Economics for the preparation of foods, and Shop for the construction of maps and other items associated with the study of a foreign culture. In her classes, she has made much use of simple souvenirs (paper bags, wrappers, comics, etc.) to explain how these objects are actually used in the respective countries. Every student in I.S. 201, located in Harlem, is given an opportunity to study a FL. Proficiency in oral work is encouraged by awarding prizes at graduation for each grade of French and Spanish.

Panelist Charles GRABER, SUNY/Albany, presented new materials which he has helped to develop. These stress an audio-lingual approach to the teaching of Latin, previously taught as a "dead" language. These materials include dialogues, drills, pictures of mythological figures, filmstrips series, and extensive feltboard materials to teach the various cases in Latin. In the first year of study, dialogues, weather expressions, alphabet, numbers, months, days of the week and conversations based on these topics are stressed. In the second year, dialogues, drills, and many visuals are used to inspire and develop an appreciation for Latin culture. Panelist holds that there is going to be an upsurge in the study of Latin as language alive.

(Report submitted by Joseph A. DiCrescenzo, The Fox Lane Middle School Bedford.)

2. CO-CURRICULAR FOREIGN LANGUAGE ACTIVITIES

Panelist Sister **Rosaire**, College of St. Rose, Albany, spoke of the National Collegiate Foreign Language Honor Society, Alpha Mu Gamma of which she is the president. Alpha Mu Gamma is dedicated to the promotion of interest in FL study, literature, and civilization. By fostering a sympathetic understanding of other peoples and their cultures, and by emphasizing their similarities rather than their differences, it is hoped that further international cooperation and ultimately world peace may be achieved. In order to qualify for membership, students must have completed eight hours of a FL in college above the elementary level, a B average in that particular language, and a general average of at least C. There are currently 154 chapters in the United States. Some of Alpha Mu Gamma projects: Foreign students in American colleges are tutored in English and helped to adjust to the American way of life. To help teachers and students in foreign countries, a National Committee on Intercultural Relations was set up and is currently working on *Books for Asia*. In 1956, President Eisenhower endorsed the celebration of a National FL Week. New York State has taken official recognition of this and the week of March 23, 1969, has been set aside for this. During National FL Week, campus activities have included articles in school newspapers, FL contests, language festivals, lectures and plays. Each year the society awards four scholarships to deserving students.

Panelist Samuel W. **Newman**, South High School, Valley Stream, presented suggestions for conducting a good FL club. The membership in the club should include students in the second year and beyond. The club should meet weekly and meetings should start and end promptly. Pictures from magazines and newspapers might be used as point of departure for conversation. The teacher might give a sentence introducing a topic and the students could then add sentences of their own, creating an original story which could be retold. Skits could be presented at school assemblies. Three minute topics could be assigned to three members and three other membrs to serve as critics of speeches. Three members could be assigned to give one-minute, spur-of-the-moment reactions to stated situations with three other members assigned to be timekeeper, speaker selector, and speech-subject-thinker-upper. Students might be given extra credit for participation in clubs if authorized by the school administration. Local language chapters (AATF, AATG, AATI, and AATSP) could sponsor a special evening in which all schools in the district might take part. Mr. Newman found that field trips were very taxing. A Spanish dinner, purchased from a Mexican restaurant and served in school after a fiesta was a great success. He said that the success of the FL club depended upon the work taken over by the students, not the teacher.

Panelist Leone **Roselle**, Mamaroneck Sr. H.S., unable to attend, sent slides and pictures showing her Latin and Greek students (Greek I and II are offered at her school) participating in various afterschool activity programs. Among these are Greek games and plays and an annual Roman banquet at which time the induction of members into the Honor Society is held. One interesting feature of the Roman banquet is that the first-year Latin students act the part of slaves and serve the guests; another is that invitations and place cards are written completely in Latin.

(Report submitted by Rose **Masciarelli**, Port Chester High School, Port Chester.)

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3. FL's FOR PUPILS OF LOWER ACADEMIC ACHIEVEMENT

Panelist Luciana **Hnatt**, Rye High School, spoke on "Latin For Slow Learners." She spoke about the values of the study of a FL for the slow learners, as a status symbol, for its cultural value, for development of social attitudes. She said that Latin would give these students a better understanding of language itself, without the burden of speech, and would provide the student with a larger and more fluent vocabulary because of the influence of Latin on English. In identifying the slow learner, we must remember that he may be a student who learns at a slower rate because of lower intellectual ability, lack of interest, emotional disturbance or anxiety. We must distinguish between the slow learner and the under-achiever. We must also remember that especially for these students, praise and encouragement are important.

The Latin course has the same objectives as the New York State syllabus. However, the level of achievement is lower and the time allotted is longer. There is a minimum of explanations, and all explanations are done in context. Work is done with similarities in English derivations. There are sample sentences, pattern practices, and then generalization. Audio-visual materials are also used. Infrequently used forms are not taught. The teacher must select what he is going to teach because it will take longer to teach each item. One item at a time must be reduced to its bare minimum and taught in context of what the students already know. Homework is a review of the work that was done in class. Directed readings on culture should be in English. It is up to the teacher to adapt any basic text for such a course. Begin the course in 7th or 8th grade and give two credits for a three-year program, or give a course in grades 9-11 for two credits. If there are problems in scheduling, try teaching levels one and two in the same classroom. Pressure, frustration, and resistence must be removed, and encouragement must abound in order to have success in a program such as this. Panelist Hnatt mentioned two books about slow learners: Johnson G. Orville, *Education For The Slow Learners* and Paul Pimsleur, *Under-Achievers In Foreign Language Learning.*

Panelist Robert **Ludwig**, Mont Pleasant High School, Schenectady, spoke on "The Establishment Of Curriculum For Students Of Lower Academic Achievement." In order to establish curriculum he cited Bloom's *Taxonomy of Learning Theory:* (a) diagnose the needs, (b) determine the objectives, (c) select and organize the content, (d) select and organize the learning experiences, and (e) determine how to evaluate progress. The fundamentals can be learned in some form by every child, but the content must be differentiated for different types of students. There must be a basic vocabulary and de-emphasis on writing. All new materials must be introduced in depth, and assignments, which should be a repetition of work done in class, must be previewed. Since the students have a limited attention span, there must be a variety of activities involving all the students. Let students question as well as answer questions. Make use of audio-visual materials.

In order to change the self-image of these students, they must be made to feel success. A personal relationship between teacher and student with understanding, patience, praise, and encouragement can best meet the student's need for success.

Panelist Alice A. **Sivertsen** spoke on "Foreign Language Study for the Culturally Disadvantaged or Foreign Language Study for the Rest of Us?" Her paper follows this summary.

(Report submitted by Ella **Schwartz**, Woodlands High School, Hartsdale.)

FOREIGN LANGUAGE STUDY FOR THE REST OF US?

Alice A. Sivertsen, Hutchinson Central Technical High School, Buffalo

> We are committed to educating all the children, those from poor as well as those from wealthy homes; the fast learners and the slow ones; those with special talents and those not so blessed; the physically strong and the physically disabled. We have to provide educational programs adapted to individual children with a wide variety of abilities, interests and needs.

With these words, Dr. Walter Crewson has defined for us our task as teachers in a democracy. Yet until now the study of a FL has usually been regarded as the province of the gifted few, and the inclusion of such study in the high-school curriculum has often been justified mainly by stated requirements for college entrance. Nevertheless, people of all levels of intelligence emigrate and learn to communicate in a foreign tongue. Why, then, can't all pupils learn a FL in a classroom? Also, one of the traditional "fringe benefits" of FL study has been recognized as a fostering of tolerance for the people who do not speak English but are fellow inhabitants of our shrinking planet. If we were to choose this "fringe benefit" as a goal and devise a curriculum through which all pupils might gain experience with the language and lives of a group of fellow human beings, couldn't we begin to solve in the classroom some of the misunderstandings in our interdependent world?

Since we would now be dealing with pupils of all levels of intelligence and widely varying socioeconomic background, we must examine the methods by which we can achieve that goal. Traditional FL study was geared to gifted, college-bound pupils with fairly homogeneous backgrounds. We now have the problem of developing a curriculum which can be "tailored" to widely divergent natures and needs. How can this be accomplished most efficiently and effectively?

Many writers, including Edward Hall, Edward Sapir, Nelson Brooks and Howard Nostrand have pointed out how important a knowledge of a nation's culture is if one wants to understand its language. Why then, couldn't the cultural anthropology of a foreign country be allied with practice in the actual FL skills in order to provide a broader field for tailoring our curriculum? Certainly the everyday life of the people comes within the scope of a curriculum designed to foster a sense of kinship with a foreign people.

Let us begin with an examination of the types of pupils for whom we now seek to make the study of a FL valid. If we read around in the writings concerning the sociology of education, we find agreement that the most important pupil variables in the classroom are I.Q. and socioeconomic background. For variations in I.Q., we might make three gross categories: gifted, average and slow. Socioeconomic background might be divided into: ghetto neighborhood, deprived rural area, middle-class urban, middle-class rural, middle-class suburban, and upper-class affluent areas. We now have three variables as to intelligence and six variables for socioeconomic background which must be considered in setting up the total curriculum and designing the "tailoring" for various types of pupils.

Next, let us examine the nature of "language" as to its levels and functions. Basil Bernstein in England and John Kenyon in the United States have suggested levels of language, per se, which might be useful in analyzing a FL for teaching in a classroom. Proceeding from their analyses, we might identify a "phatic" level of language which consists of utterances which are a function of the specific situation rather than of cognition on the part of the speaker. In other words, greetings and pleasantries might be regarded as conditioned responses conforming to socially acceptable behavior. Then there is a second level, which consists of standard colloquial and familiar speech and which is used in informal situations. This might be known as the language of social communication,—Bernstein calls it the "public" language. A third level, which Bernstein calls "formal" is the language of rich vocabulary and complicated structure which is necessary for analysis and individuation of expression. Bernstein's studies turned up the fact that this formal language is unknown to less-educated lower classes, even in their native tongue. So now we have three variables to consider in our decision as to which level of FL to teach to our varying pupils. Also, we know that the formal level would be unsuitable for some of the pupils,—the ones of the lower socioeconomic levels. In deciding which of the four FL skills to teach, we must consider the fact that some of our pupils are functionally illiterate in English. Therefore, we must allow for both those who can read and write their native language and those who can't.

Finally, we come to the category "culture" which we have decided to make a part of the curriculum. Can we also analyze this whole concept into parts which will make it more responsive to tailoring for a curriculum which seeks to foster people-to-people communication and understanding in diverse American pupils? Nelson Brooks has already identified two types of culture: Deep culture, which is concerned with the patterns of everyday living; and Formal culture, which is concerned with the products of intellectual, scientific and artistic endeavor. A cultural anthropologist would also define "Etiquette" as a facet of culture. He might define this as the sum of traditions and norms which govern the acceptability of any particular response to a social situation in any society. This would also include the defined status and role of each participant in the situation, Thus, we can identify three variables for the teaching of a foreign culture in the classroom.

Now that we have analyzed the subject matter components of a curriculum designed to promote a sense of kinship with a foreign person and have designated diverse variables in the type of pupil in whom we seek to achieve this goal, how can we "tailor" the curriculum to the pupil?

We might begin by setting up relationships in the subject matter. The phatic level of language is related to the etiquette level of culture. The "what" of gestures, facial expressions and speech sounds is certainly related to the "when" of their cultural acceptability. Edward Twitchell Hall, in his book *The Silent Language*, has pointed to the fact that much real international misunderstanding has resulted from ignorance of this relationship. Also, we can relate the public level of language to deep culture. Everyday communication in generalities is characteristic of, in fact, is an integral part of, the patterns of everyday living. However, when we come to the level of formal language and culture we must pause. These are related, but are they valid for all pupils? Many of our widely-varying pupils have no command of this level of language in their native tongue and some of them have little interest in the valued products of intellectual, scientific and artistic endeavor. It seems that, if the curriculum designed to foster a sense of identity with foreigners is to be valid for all pupils, it must leave out the formal levels of language and culture.

To digress for a moment, let us return to our original premise of providing an educational program adapted to individual children with a wide variety of abilities, interests and needs. If we ignore the formal levels of language and culture, are we ignoring the gifted, college-bound pupils? What if we should designate the curriculum discussed in this paper as valid for all junior high school pupils and for non-college-bound senior high school pupils? With this designation, the formal levels of language and culture could be taught to the gifted, college-bound pupils at the senior high school level. This might obviate some of the difficulties experienced with articulation between the schools brought about by a continuous progress in the same curriculum for six years. If the junior high school curriculum were *different from* rather than being the elementary *part of* the senior high school curriculum, then the curricula could operate independently. A senior high school emphasis upon literary vocabulary, structural analysis, and reading and writing at the formal level, as well as concern with formal culture, would be new and different for the college-bound pupils. They could all start their new study of the FL at the same point—no knowledge of the formal levels of language and culture—regardless of the type of tailoring selected by their former junior high school teacher. Even pupils who had missed the opportunity for FL study in junior high school could enter the classes. Algernon Coleman's report of 1929 advocated the short-term reading goal after only a brief oral and analytical orientation to the FL.

But to get back to the tailoring within a broad curriculum, let us turn to the pupil variables. We have identified variations in intellegence and in socioeconomic background as important for the classroom. Those pupils who are less verbally-oriented either because of low intelligence or a deprived background could learn speaking and understanding the FL at the phatic level, to the degree that their abilities would allow. The type of language at this level could be taught by Skinnerian "shaping," with mim mem drills. For these pupils the major part of the classroom time could be spent with the levels of culture designated as etiquette and deep culture. The customary patterns of everyday living can be sung, danced, played, worn, eaten and celebrated. They can be seen in pictures and handled through realia. They can be described and discussed in English. However, for each group of pupils, emphasis would be upon the foreign patterns of life of persons of an age and socioeconomic background similar to that of the learners. For instance, rural pupils could learn about peasant life in the foreign country. Urban pupils would learn about city life with emphasis, according to the pupils' particular backgrounds, upon the life of the poor or that of the wealthy.

We might take particular notice here of vocational school pupils. Such pupils might have a special content to their learning within the curriculum whose goal is to be communication and understanding in relation to a foreign people. A vocational school pupil could learn the type of language, both phatic and public, used by an apprentice in the same or similar trade in the foreign country. Along with the foreign vocabulary for his tools and methods, he could learn the ways of training for and practicing his trade in the foreign country. He might also be interested in information as to wages, benefits and labor relations in the foreign land.

The pupil of average or above-average verbal ability could be concerned with both the phatic and public levels of the FL. Depending upon his ability, he might even progress into the skills of reading and writing at this level. The simple grammatical structure and large number of fixed idiomatic sequences in the public language makes learning through substitution drills possible. No complicated transformations are necessary. For each set of language-learning drills there would need to be a "stage-setting" in the deep culture in order to emphasize the cultural content of what is being said. Such cultural contexts would be tailored to the socioeconomic background of the particular pupils, to help them identify with the foreign persons who might use the utterances. In addition to the same "culture-experiencing" activities mentioned for the less-able pupils, the more-able pupils might develop their speak-and-understand skills to the point that they could discuss cultural differences in the target language. Some groups might learn to read and write according to the vocabulary and simple structure of the public FL. Leaving the choice of language skill emphasis to the teacher allows him to tailor the curriculum for his own pupils and yet does not violate the stated goal of people-to-people communication and understanding.

A particular category of subject matter which might seem necessary in this curriculum doesn't fit well either into that of language or culture. This is the knowledge of the geography and history of the foreign country. The teaching-learning situation for such knowledge would depend upon the ability of the pupils. The amount of information, the selection of facts, and whether the teacher would use English or the target language to impart the information would be a function of the skills and interests of the particular pupils involved.

You will notice that no mention has been made in this paper concerning the specific subject matter or the length of time required to complete the goal of this curriculum. These factors have been deliberately omitted. As far as the specific subject matter for any group of pupils is concerned, the decision is left to the individual teacher. Each teacher knows his own pupils best and is therefore best able to make the decisions for tailoring the teaching-learning situation in his own classroom. As far as time limits are concerned, this is also the decision of the teacher. If the curriculum is to be tailored for pupils of varying abilities and socioeconomic backgrounds, the different classes will progress at unequal speeds through diverse tasks. It must be noted, however, that two "years" of study in a classroom amounts to approximately 300 hours of actual contact with the language and culture. This is roughly equivalent to less than a month spent in the foreign country or in an intensive language-learning program such as that of the Defense Language Institute in Monterey, California. Therefore, it would seem that a minimum of two years of classroom study for this curriculum might be valid.

At this point, you might very well comment, "This sounds interesting, but what teacher has enough time to collect all of those materials and make out all sorts of language-learning drills? And if he does finish it for one class, what will happen if he changes schools or if the next year's pupils are of an entirely different type?" These questions are definitely realistic. In other words, just what would be the "logistics" for supplying the particular subject matter for a tailored curriculum?

There would need to be two different textbooks, one kind for the teacher and another for the pupils. The teacher's book would be thick—a directory. It would contain the information concerning foreign etiquette and deep culture which might be suitable for any of the types of pupils recognized in this paper. It would contain large numbers of language-learning drills at both the phatic and public levels for the cultural situations described. This book would be cross-referenced according to the validity of various materials for different types of pupils, a cross-referencing which could be regarded as a guide but not a final judgement on the suitability of the materials.

The pupil's book would consist largely of pictures of the situations in the foreign culture which are described more fully in the teacher's book. The captions on the pictures would be in English as would be some of the brief written passages. Most of the printed materials in the book, however, would be written in the target language. For the FL passages the style would be simple and the vocabulary the same as that contained in the language-learning oral drills for that situation in the teacher's book. Such a pupil's book could be used both by the ones who can only "read the pictures" and those who can also read the words, even in the target language. The fact that not all of the pictured situations might not be discussed in the classroom would not keep the pupil from enjoying the pictures at home or during his free time. By using these two books in connection with audio-visual materials and realia a curriculum designed to foster people-to-people communication and understanding could be implemented by a foreign language teacher in any classroom.

There is overweening conceit in proposing FL study for all pupils. Yet, along with that conceit there is also an abiding faith that our task as teachers in a democracy—that of providing a suitable education for *all* American pupils—is possible of accomplishment.

SUGGESTED GENERAL OBJECTIVES FOR USE IN A TAILORED CURRICULUM

LANGUAGE

Phatic Level

1. Be able to speak with near-native pronunciation and appropriate gestures the greetings and pleasantries common in both formal and informal social situations.

Public Level

2. Be able to recognize denominations of foreign currency. Be able to tell time, read calendars and postal addresses. Be able to use numbers in simple arithmetic.
3. Be able to read traffic signs, public warning and information signs, names of business places, menus, transportation schedules, and those official documents necessary when visiting the foreign country.
4. Be able to generate simple sentences, with understandable pronunciation and proper structure, on such topics as: weather, food, clothing, home and family, city and country life. Be able to understand the gist of typical replies.
5. Be able to use the idiom of simple conversational exchange with a person of an age and socioeconomic background similar to that of the learner.

CULTURE

Etiquette

1. Know the proprieties in relationships with peer groups and adults as well as the acceptable behavior in such situations as meeting, eating, drinking, etc.

Deep Culture

2. Know the purchasing power of money and typical price values. Know the type of employment and wages, the standard of living and buying habits for a family of a socioeconomic status similar to that of the learner.
3. Know the customary procedures when seeking lodging, purchasing a restaurant meal, traveling, celebrating holidays, asking one's way. Know the customs associated with such events as weddings and funerals.
4. In each conversational category, to know the physical and cultural differences between the situation in the foreign country and that in the United States.
5. Know the schooling, daily life, present status, and expectations for the future of a foreign person of an age and socioeconomic background similar to that of the learner.
6. Know the general geography and history of the foreign country, with special emphasis upon those facts which the native-born people regard as important.

Possible valid learnings for all pupils are contained within these objectives. An individual teacher might omit, modify or replace some of these objectives in accordance with the type of pupils in his class. Objectives for learning at the formal levels of the foreign language and culture have been omitted because they would be valid for only the more gifted pupils.

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4. INNOVATIONS IN A NEW YORK STATE SCHOOL

The heart of this session was a FILM produced at Greece Olympia High School, Rochester, N. Y. showing what this District is doing in the field of FL teaching with staff deployment, electronic aids, community resources, and the addition of a teacher-scholar.

Panelist Angeline G. JONES, Greece Central District 1, supplied information and background on the Greece District. There is a Pupil Population of 12,700 out of a population of 70,000. There are 17 schools, *1 school a year,* and FL is being offered in every one of them: 1600 pupils enrolled in Grades 5 and 6; 1100 pupils in Grades 7 and 8; and 1600 in both High Schools. FL offered: Spanish 4-12; French 7-12; German 9-12; and Latin 9-12. Although we start at the 5th grade level, the modular scheduling and team teaching from K-12 gives ample opportunity for flexibility in all areas. This year, for example, the FLES teachers working with the teams, are able to correlate FL with the Language Arts from the fourth through sixth grades. We are presently working with 7 teachers in 13 schools, 6 responsible for 2 schools, and 1 in 1 school only.

The recommendation was made that the FLES program be put on a 10 day basis so that a FLES teacher could be in a building 1 day every other day, thus providing for more flexibility by working with the 4-6 team in each building in a concerted effort to correlate with all areas. 4 of the 13 principals accepted this and the remaining 9 preferred to have the FLES teacher in the building every day for half a day. Wanting to be flexible myself, I went along with their proposal. As of October 4, 1968, 4 more principals have decided to go on a 10 day schedule and the remaining 5 indicated their desire to do the same after the 1st of the year. It is our hope that in 1969-70 with the development of the cassette system in our district, we may be able to have FL instruction from K-6. Our goal in Greece is to teach FL more effectively to make possible, what we, FL teachers, think of as an impossible dream—to develop linguistic skills in students which will eventually lead to oral fluency good comprehension, correct writing skills.

The Film. Children think of a FL as something in a dream world, a castle in far away lands, but it is here, an impossible dream that can become a reality. In this first segment, we are viewing the area where language begins. This little girl in the 1st grade is teaching basic sound patterns to her little classmate, and imitating her teacher to perfection. The FLES teacher is very flexible, and literally can be in two places at one time. This is a grouping of 3 fourth grade classes in a large group instruction using a teaching tape made by the FLES teacher, and showing correlation with the Social Studies area, which at this time, was involved with a unit on "The Explorers." The FLES teacher meets with this group once a week for 15 minutes. The classroom teacher takes over in her absence. With the library serving as a central source of supply, the children in the next segment become acquainted with Spanish culture. Dancing, another aspect of culture, plays an important role in the life of a Spanish child. In this next sequence through the combined efforts of FL, music, art and physical education, culture communication via the medium of dancing becomes meaningful. The resource center functions as an area for pupil-pupil and teacher-pupil involvement. We see the center here as an area of continued activity. The overhead projector the record player in conjunction with the cassette, are excellent electronic aids, which lend themselves well to individualized instruction as well as pupil involvement as is evidenced in the following sequences. Language learning also encompasses the creativety of the young mind. A mural in the Resource Center with the Eiffel Tower caught the interest of these two students, and the historical bull fight with the Olympics in mind, was the project of these two older boys. This young lady working with a language master on cards which she made from transparencies taken from a picture series, is trying to perfect her skill in pronouncing a recorded sentence according to the image on the card. Pupils learn better when they are specifically involved. Here a student is narrating for his class, from a film strip and adjusting his new vocabulary and sentence structure to scenes which were not in his textbook. The unit started him with mimicry, but the narration forces him to think his way through Spanish.

Five years ago, we saw the need to increase the flow of the target language into the classroom, and as a result, by a special arrangement between our district and the University of Rochester, native informants deliver 3 lectures a year on related subjects to advanced classes in Spanish, French, and German in each of our two high schools. Two years ago, we added community resources to this program. In this next sequence, we see an artist from the community who is illustrating her lecture with her own work of art. The students enjoy the opportunity to discuss events of the day on an informal basis. Here we see them giving their reaction around the French table in the lunch room. The Resource Center is where the Action is. Here students have an opportunity to view a film strip, review a recorded lesson, find material for projects with the aid of the paraprofessional, use the Resource Center for independent study or enlist the aid of a classmate to cover new material missed during his absence. Here one of his classmates is his "teacher." A new dimension has been added to FL instruction with the use of the micro-reader in the library. Here a student, with the aid of the Index, the microfilm, and the reader, has found what was needed for a class project in his German class in less time than it would take to look up several source materials.

The language lab continues to serve as an area where the student, in an open-lab situation, is free to go on his own or at the direction of his teacher for self-instruction or for pupil-teacher involvement. Modular flexible scheduling provides the opportunity for large, medium or small group instruction. Here the German instructor finds it convenient to meet in a large group for a discussion of basic grammar principles. For a more relaxed, natural, and enjoyable situation, combine the historionic in learning with pupil involvement and the result will be a higher degree of performance. Our district radio program, still in its initial stages, has shown us that this is the vehicle through which students can be themselves and learn while they play. In this next sequence, the students are transported to France, Germany and Spain for their early morning weather report, then back to the studio for a French soap opera and, finally, something without which this media could not exist—the Commercial. Earlier in this report, we stated that we have been building 1 school a year. We now introduce you to our newest school, open this past September—the school without walls. It is now the end of the day, the children have gone home to play and relax, but not so with the teachers. Here we see a group of them taking advantage of an inservice program given by our teacher-scholar.

We have seen the alpha and omega of language learning. We have witnessed the alpha—the beginning. We have seen what has gone on in between an effort to make our program a flexible, healthy, and enjoyable learning situation. And the omega—the end product—the student. This for us is by no means the end because we shall continue to explore new media, new methodolgy for continuing improvement of FL instruction in our district.

Panelist Dr. Lincoln CANFIELD, Greece Olympia High School, explained his role at Greece as one in which he gives inservice courses to both FL and English teachers; lectures to high-school students, on their level, on *Culture is Communication;* visits classes and talks with teachers.

Finally, panelist Donald FRIEDMAN, Greece Olympia High School, in charge of Educational Communications, explained what communication meant to him: an intent transmitted from sender to receiver with sufficient feedback to assure that the intent *was* understood.

(Report submitted by Dorothy DISPENZA, Gates Chili Central School District, Rochester.)

5. THE PREPARATION OF COLLEGE TEACHERS OF FL

A. THE MACALLISTER REPORT

A. Michael DeLuca, C.W. Post College

This summary is based on a Conference Report prepared and edited by Archibald T. MacAllister as it appeared in the May, 1964, issue of the PMLA.

I *Background.* In the decade between 1952 and 1962 the MLA had initiated its historic FL Program which stimulated such momentous efforts aimed at up-dating and up-grading FL teaching in America as William Riley Parker's "The National Interest and Foreign Languages" and the National Defense Education Act of 1958, it developed significant projects on new teaching materials for all levels and testing of FL teaching proficiences on the elementary and secondary levels. Although it produced during this period *Modern Spanish,* a text of considerable impact on beginning language teaching in college, the FL Program has not yet focused on the fundamental issue of better teacher preparation on the college level.

The conference, therefore, went to the heart of the matter by concentrating on the level where improvement of teacher preparation must first occur, the graduate school where not only teachers, but teachers of teachers are trained. Through searching questionnaires and scholarly conference discussion the practices of 52 graduate programs in 39 universities were scrutinized and evaluated.

II *The Role of Teaching Assistants.* The first problem the conference examined was the role of the teaching assistants in undergraduate instruction since the vast majority of graduate programs utilized student assistants for this purpose. With the objective of eliminating the near universal practice of assigning courses to graduate assistants in the first year of graduate work, complete agreement was reached by the conference on the advisability of not assigning teaching schedules during this first year, which is one of transition and orientation and could be seriously impaired by the intellectual and emotional challenges usually faced by a beginning teacher. It was found that the great majority of the universities examined gave no courses in the methods of teaching FL in college, made no arrangement for class visitation and provided no effective supervision. This problem loomed as a particularly serious one, especially in view of the fact that graduate assistants, as revealed by the MLA

Conference questionnaire, are called upon to teach from 80 to 90% of the courses in beginning college language. Now, since the undergraduates taking a beginning language are faced with a subject that must be learned first as a motor skill, an experience more attractive to children than to college Freshmen, the pedagogical problems involved demand the sophisticated resources of experienced teachers rather than those of untrained and unsupervised teaching assistants.

III *The Undergraduate Program.* Consequently, before delving further into the subject of the preparation of graduate assistants and, indeed, all graduate students of FL, the conference logically found it necessary to evaluate the undergraduate program for FL majors. Its study produced the following recommendations which I extract directly from the MacAllister Report: 1. That elementary courses in modern FL be scheduled as to ensure one contact hour a day. 2. That classes in language-skill courses on all levels be rigorously limited in size. (In autonomous sections usually meeting five days per week with the same instructor the recommended size is 15. In lecture-demonstration-drill type courses the number of students in the drill sections should not exceed 10.) 3. That all language courses use modern methods, including an audio-lingual beginning and maximal use of the FL. 4. That the first content course, i.e. the course that introduces the undergraduate to the foreign literature, be conducted in the FL. 5. That where possible, the students use complete texts rather than fragments in an anthology. 6. That background material be subordinate to the analysis and explication of the words read. (In other words, the idea of "survey" in the literal sense must be avoided.) 7. That consideration be given to the addition of a course at this first content level with an emphasis on the culture or civilization of the country. (Such courses have a value particularly for advanced placement program freshmen who may have completed a literature course before entering college.) 8. That all upper-division courses in literature be given in the FL. (The conference noted that disappointment and dissatisfaction with the use of English in advanced FL courses has been a large factor in the loss of FL majors.) 9. That courses in literature emphasize the analysis of masterworks in addition to placing them in their historical and cultural perspective. (To this end, a senior seminar course is suggested requiring written oral reports and the preparation of a substantial essay in the FL.) 10. That, despite the insistence on sustained language development on the part of language majors, the chief component of a liberal arts major in a FL should be the study of literature. (Proficiency in the language is indispensable for the appreciation of its literature for purposes of interpretation and close reading.)

IV *Professional Preparation of Graduate Students.* Let us now consider the main aspects and recommendations of the conference on the preparation of graduate students as instructors of FL. Contrasting the untrained Ph.D of 1900 with the untrained much younger graduate teaching assistant of today barely matriculated for the M.A., let alone a doctorate, the conference concluded that the latter requires a much higher command of the FL, greater energy, resourcefulness and pedagogical skills in class and laboratory than were necessary for his counterpart of the turn of the century. The contemporary young graduate teacher faces students of varied backgrounds and preparations, tense, critical, and with little regard for authority. It was quite the opposite in 1900. Graduate schools today simply cannot assume that good teachers merely happen. Contemporary contingencies require certain types of specialized training and qualifications for the modern college teacher of FL.

These were the qualifications recommended: a) Competence in the major FL. b) Ability to plan and conduct first and second year courses in the FL. c) Knowledge of current methods of language teaching. d) Ability to convey some understanding of the culture of the people concerned. e) Ability to present in the FL the literary masterpieces studied in lower division courses.

These additional recommendations were made concerning preparation: 1. Before a prospective teacher begins to teach an undergraduate division must require him to demonstrate competence in all language skills, and a graduate division must strengthen this competence. (The MLA Proficiency Tests for Teachers and Advanced Students were recommended as an instrument to evaluate competence in the skills.) 2. There should be a required graduate level methods course in "The Principles of Teaching and Learning" which should include such topics as: a) introduction to the nature of language, b) analysis of the various methods of teaching languages with an emphasis on modern methods; c) principles and practices of modern test construction and interpretation; d) demonstrations, observations and critiques of classes in session, and supervised practice teaching; e) introduction to the profession discussion of organizations, journals, etc. The importance of placing this course in the hands of an enthusiastic and successful language teacher was emphatically stressed. 3. There should be a minimal requirement of a one semester course in the principles of linguistic analysis beginning with general linguistics, and followed by one or more contrastive studies of the major language and English. 4. Unless an equivalent course in the principles of cultural analysis has been taken on the undergraduate level, a one semester course of this kind should be required of the graduate student. This course should include: a) dominant values, taking into account differences among regions, social classes, and age groups; b) key assumptions about the nature of man and the world; c) art forms, including types and properties of humor and great artistic achievements; d) social institutions: familial, religious, educational, economic, political, intellectual and recreational; e) adaptation to geography and climate; f) attitudes toward foreigners; g) prevalent types or characteristics of personality structure. 5. There should be a course on the teaching of language and literature which would include the various approaches to literary analysis, appreciation, criticism, and explication on an appropriate level. In cases where students must serve as teaching assistants in the first term of a graduate program, it was recommended that the course in the teaching of language and literature be taken concurrently with the teaching.

V *Values of the MLA Proficiency Tests.* The single fundamental instrument proposed by the conference was the MLA Proficiency tests for Teachers and Advanced Students. The specific recommendations concerning these tests are as follows: 1) That a project be undertaken with government or foundation support to arrange for and finance the experimental administration of these tests in the four skills on the largest possible scale, to college majors in the five languages at a time near graduation and to graduate students toward the end of one or two years of residence. This process would enable graduate departments to measure the achievement of their students according to a recognized scale. The results of this testing would determine the needs of each student for additional language training in graduate school. 2) That the tests be taken once again before the student actually begins his teaching career on the plausible theory that proficiency should be measured when it is to be used and not at some past time.

With a final recommendation for the establishment of NDEA Seminars (or Institutes) for College Teachers and with a suggested plan for the organization of the same, the Conference report was concluded.

B. THE RESPONSIBILITIES OF THE FL TEACHER IN A CHANGING WORLD

Aldo S. Bernardo, SUNY/Binghamton

It is hardly five years since the appearance of the McAllister Report. What has happened to higher education generally in these intervening years is so complex that it has yet to be clearly described let alone explained. I would indeed venture to say that developments in the atmosphere alone of higher education in the last two or three years have perhaps been more significant and disturbing than in any comparable period in the history of higher education in this country.

As we all know the so-called MLA program in FL was in reaction to events following the second world war. The breathtaking breakthroughs by Russia in the area of scientific progress caused educators to take a new look at the entire range of problems facing American education. One of these was the sanctification of the liberal arts education. Another was the new thrust in language teaching.

There is little doubt that William Riley Parker's study of how our national interest and FL are intertwined made the case most impressively. However, as the McAllister report indicates, most of the noteworthy accomplishments during the first decade of this thrust were in the elementary and secondary schools. And this is where we first begin to note how quickly the traditional pendulum can begin its backward swing.

You will recall that perhaps the most significant part of the early recommendations was the need to introduce FL study as early as possible. In fact it was recommended that such study begin as early as the third or fourth year of elementary school. But just as happened to the bandwagon for language laboratories, in the same way this push to start languages in the earliest possible grades soon lost momentum as school boards and administrators discovered, first how expensive it was and, secondly how few people qualified for handling such instruction. Unfortunately by this time the MLA responsibilities had been more or less discharged and there was no one really to do thorough follow-up work to see to it that the original momentum was not lost. As a result a very predictable thing occurred. What was intended to accomplish a certain goal was haphazardly applied to another goal. To make a long story short, the methods which doubtless would work in teaching eight and nine year-olds were shifted to beginning language regardless of the age or level of the student. As a result we now find tenth, eleventh and twelfth grade students going through the very method that was originally devised for six, seven and eight year-old students. The results have yet to hit us with full impact. But in my opinion they will be close to disastrous.

Even sadder perhaps is that some theorists have even convinced college faculties to adopt the same approach to the teaching of languages. In other words on many college campuses at present the same system is being employed to teach college freshmen or sophomores as was intended for elementary school children. Here again the explosion has not yet occurred but I feel that it won't be long before it does. And this brings us full circle back to the beginning of this talk.

As I started to say, campuses in this country and throughout the world have seen the students rise up in wrath because they feel that their education is not relevant to life. Curiously there are a number of naive faculty in language departments who interpret this unrest as meaning that students really want to be vocationally well prepared and consequently in the case of languages, want to be as fluent as possible. This naiveté is understandable but also risky because it is almost the exact opposite of what the students are demanding. Their reaction to the old traditional education has been that it did not prepare them for involvement in a new world of dynamic change. The traditional concept of education may have been all very well for the preparation of members of the so-called "Establishment." But by "Establishment" they do not mean the elite. Rather do they mean the smug world of physical comforts where the only thing that matters is personal welfare. The opening shots at Berkeley were aimed at least in part at a kind of betrayal that students felt had been perpetrated by more mature faculty who assumed that young graduate students were sufficiently well prepared to handle undergraduates. These undergraduates wanted to be exposed to the real thing, the advanced scholars and teachers who presumably could challenge their imaginations and minds. The new student wants his education to be a truly intellectual experience and not simply informative. He is more interested in the possible why's than in the what's. He insists on some kind of relevancy between each course and the world in which he lives. In the case of language study, he would naturally like fluency, but not at the expense of some of the exciting mysteries that such study can unlock. I periodically insist on teaching an elementary language course just to get the feel of the new generations of students. This year I have discovered that my beginning Italian class tends to get dreadfully bored every time we start getting into the "How are you?" "Where is the house," "I go to school" type of conversation. On the other hand it seems to perk up when we either say a few simple things about the astronauts circling the world, problems of racial tensions, and the rights of students. Their interest becomes similarly stimulated when we discuss linguistic contrasts between Italian and English or between Italian and French or Spanish.

As for the advanced language courses, interest generally flags when discussion is restricted exclusively to a text and rises noticeably when the discussion is somehow related to contemporary issues, or similar issues in sister countries. As for literature courses the days of teaching a text or period in isolation are about over. Not only are students desirous and capable of discussing historical interconnections (vertical) but interdisciplinary or horizontal ones as well. More and more colleges are instituting interdisciplinary freshman courses that whet student appetites for more of the same in upper level courses. Few are today's sophomores or juniors who have not been exposed to the classics of world literature. Taking a foreign literature course in which the daily empasis is on translating a text or on a strictly philological *explication de texte* causes such students literally to cringe. They cringe even more when half the time in such courses is spent trying to express a difficult concept using the language of a 4 year-old.

This brings us back to the McAllister Report. Basically, it was a good report for 1963-64. But I believe that it is already outdated. It is interesting to note how the distinguished panel that formed the Advisory Committee obviously hedges in proclaiming a clear stand in the report. At the very beginning of the report it is stated: "The MLA took this step not because its members had grown less devoted to scholarship but because they were reminded of a nearly forgotten truth: a widespread neglect of language will erode, and eventually destroy the foundations on which literary scholarship must build." Somewhat later the Report states: "Members of the Conference made clear that their insistence on the need for sustained language development in no way weakened their conviction that the chief component of a liberal-arts major in a FL and literature should continue to be the study of the literature." This can only mean that the principal goal of the original program was to restore greater popularity to language study. This was accomplished by such means as new methodologies and fancy equipment. By the date of the report, the pendulum swing was already beginning to return. Reports circulating within the profession already spoke of widespread discontent among bored students and disillusioned instructors. There is little question in my mind that had the program succeed in sinking firm roots in the elementary schools, something very positive would have emerged by now. The report itself acknowledges the crux of the problem as follows: "Taking a beginning language course in college often involves a psychological conflict. Freshman, having not long before put away childish things, are anxious to show their ability to operate on the intellectual plane; yet a modern language must be learned first as a motor skill, a process more attractive to children than to adolescents." Thus it is up to the teacher's ingenuity to make a process which is unquestionably more attractive to children, attractive to the college student who in the past 5 short years has begun to prove that he is something much more than an adolescent.

One can hardly take serious issue with most of the recommendations made in the Report. It is only the general emphasis of the Report that today is open to serious question. For example, at one point it states: "Teachers of modern FL and literatures, who have now assumed a role of prime importance in the national interest, must accept a new responsibility as well. The responsibility lies in imparting values of communication skills and greater understanding for other cultures, including their best expression in literature . . . The new language teaching, for example, calls for an unprecedented command of the language . . ." Somewhat later it goes on to say: "It is understood that the FL must be the normal medium of communication . . . Language improvement must not be skimped; of two teachers equally skilled in method, there is no doubt that the one more proficient in the language would produce better results." This emphasis on language proficiency as the primary qualification of the college language teacher is what now needs careful scrutiny.

Assuming the desirability of a liberal arts education, the fact remains that at the heart of such an education is an intellectual experience not the acquisition of motor skills. Futhermore, most students pursuing such an education will not be making FL their career. It follows, therefore, that the primary responsibility of today's college teacher of FL is to help cultivate the minds of young men and women as extensively as possible by exposing them to the most significant and exciting ideas, ideals & aspirations of another people. A secondary responsibility is to provide some kind of framework for such ideas that would make them as meaningful as possible. While it would naturally be desirable to do all or most of this in the FL involved, this is not nearly as important as the inculcating of a sense of excitement and relevance about ideas into the young minds. In short, the FL professors in the college of tomorrow will have to be among the most learned people on a faculty, but learned in the best sense of the word, in breadth as well as in depth, in having assimilated and interrelated ideas in addition to having acquired them as vague notions.

Signs of this may be seen in the recent address by the Superintendent of the Rochester Schools Dr. Herman R. Goldberg which appeared in the last issue of the *Language Federation Bulletin*. Here are some interesting excerpts: "Your efforts, as language teachers, must be directed toward teaching children to mature into the kind of people who can enjoy and appreciate the world they have inherited and will create."; "Can we afford time given to the study of fine arts, music, drama and foreign languages? Or, as Commissioner Allen put it some time ago, "Is there room for the Muses in a world dominated by Mars?" His answer was an emphatic "yes." Mine is the same. And I'd also make room for the three Graces, as well as the "parlezvous."; "You are here to consider means and methods of combining the study of syntax and gender with the deeper values—the cultural values of the countries with which the languages you teach are concerned. It is not enough for children to become bi-lingual. If they do not also become bi-cultural, they have gained words without meanings." And these remarks were addressed to public school teachers! On the university level similar signs are beginning to appear in the popularity and success of comparative literature programs throughout the country. The days of coming to know more and more about less and less in graduate studies are clearly numbered. While the curricula proposed in the McAllister Report are certainly headed in the right direction, the emphasis is once again doubtful. It is no longer sufficient for the prospective college teacher of FL to *know* something about linguistic principles or cultural evolution. He must *understand* the truths of such disciplines and be able to inter-relate them with relevance and logic. And he must of course be able to do most of this in a foreign idiom if circumstances permit. In short, his exposure to other disciplines must be as extensive as his language training is intensive. Only in this way can he make a maximum impact on the increasingly bright youngsters who are flooding college campuses today.

C. CURRICULA FOR THE PREPARATION OF COLLEGE TEACHERS

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Traditionally graduate education for college teachers was preparation in literary analysis which involved no discussion of the problems of teaching, language study, language learning, or even courses in linguistics, except for historical philology. The college teacher prepared himself exclusively for the kind of teaching he would be able to engage in only much later when he would finally have obtained a position of importance in his department—unless he went to teach in a very small college where these possibilities were, in any case, quite limited.

This narrow conception of graduate education has changed, partly perhaps due to the McAllister Report,[1] but there are tradition-bound requirement and institutional inertia which explain why the programs in many universities seem unchanged; I say "seem," because there is no evidence of change in the printed catalogues,[2] although there may be local arrangements which correct at least some of the deficiences; the fact that they do not appear in the catalogue speaks for itself. This is especially true for preparation in teaching, for the "internship" program we shall discuss below. There remain many colleagues quite unaware that changes have been called for, and those who see no difference between methods; their concept of pedagogy is as refined as the idea of prose of M. Jourdain and his teacher in the *Bourgeois Gentilhomme*.

Let me sketch some of the new objectives and comment on the extent to which they have been implemented.

1. The objective of language proficiency. It was always true that, whether he liked it or not, the college teacher had to spend considerable time teaching language. It may be that, fifty years ago, when only an elite completed high school, at that in a classical, uniform curriculum, there was only a minimum of elementary or intermediate language work in college, but more recently these courses came to dominate the course structure of colleges, at least until, in the most recent years, a growing number of high school students who have completed three or four years of the language began to reach the colleges. This improved training for larger numbers came in response to the changes we are discussing, but it also involved continued training in college to a much higher level of proficiency than had previously been considered adequate, i.e., to language courses continuing throughout the undergraduate and even most of the graduate curriculum to insure that our teachers can express themselves adequately and teach even the most advanced courses in the FL. This means courses in stylistics and language analysis on the graduate level, as well as instruction in related areas of linguistics, and theses in these areas, or research papers. This involves a considerable reform of curricula for college teachers which has been implemented at least to the point where, in almost every institution, we find the courses we have just suggested. We can, of course, not be sure to what extent they are prescribed. This is particularly true for courses in language teaching which have been organized in a few institutions and seem, for the most part, offered only in language-education curricula, i.e., not in the program of students preparing for the traditional MA and PhD degrees.

2. The internship program. An organized, supervised, and required program insuring that each graduate student has taught a class before he obtains his final degree is what we understand by this term which, in the past and presently in our graduate catalogues, was and is applied more often to teacher preparation on the elementary or secondary level. Ideally it involves an apprenticeship for graduate students who assist experienced colleagues in close association with them (e.g., the first year of graduate studies) before they take on instruction of independent, or coordinated sections as teaching assistants (e.g., in their second and third years). This ideal scheme would assign fellowships to graduate students in their fourth and final year so they can write a doctoral dissertation uninterrupted by other duties. It would, in turn, correct the prepostrous situation where our most brilliant candidates receive fellowships from the start and are removed from all temptation to gain teaching experience; as a result the most capable teaching assistants have often been the ones not employed to teach our undergraduates. Indeed, the overwhelming number of freshmen and sophomores in our large universities are being taught by graduate students, at least in the lower levels of language instruction, and more especially by those less qualified than others; MA candidates teach in much larger numbers, even percentage wise, than PhD candidates because there is more fellowship money available to them and, as stated, some graduate students with the highest qualifications never teach until they reach their first position.

Unfortunately there seems to have been little development in this area which demands that instructional funds, parcelled out to graduate students who teach a third of a load, or more in some cases, be reserved to graduate students with adequate preparation for such teaching. Furthermore, some of these funds need be expended for their supervision, i.e., for released time for those members of the regular staff who do the supervision. Obviously, a process of careful selection is indicated. The fact remains that, while a number of graduate schools state the objective of having their students teach, they also indicate that only highly qualified candidates may do so, which leaves the problem of how to provide experience for all, and a far greater number of institutions say nothing about the matter, at least in their catalogues. Indeed, the awarding of fellowship funds seems to remain a decision involving the student's academic record alone, and not one of educational policy which reserves these fellowships for advanced students and rewards them in this manner, for the time they had to invest in the internship program. Our best argument for change is the interest of our undergraduates who must not remain the neglected and disadvantaged victims of graduate instruction, i.e., merely the source of tuition income which makes graduate instruction possible; we must safeguard their rights and, at the same time, prepare our graduate students for the teaching careers they have chosen!

3. Linguistics. The categorical separation between graduate curricula in literature and in linguistics has been generally modified and it has become customary for graduate students to envisage not only historical but also structural linguistics on the way to the MA or PhD degree; in fact there are some programs which study medieval texts and word formations according to structural principles. While some years ago the average graduate student was quite unaware of problems and theories of linguistics, if he chose literature as his field, this is no longer true. The level of understanding must, however, be further improved and, e.g., differences between contrastive and generative grammar must become familiar to all. The summary of issues and implications in two articles in *Foreign Language Annals*, one by Dwight Bolinger, the other by Victor Hanseli,[4] indicate what is involved. In practical terms: we agree with Simon Belasco, quoted by Victor Handeli, that "a grammar that includes the two sentences *John is easy to please* and *John is eager to please* in a pattern drill—and stops there—is only concerned with surface structure,"[5] and might add that a teacher who does not realize the fundamental differences between these constructions, which become evident by transformation or translation, shows the kind of ignorance we want to overcome. The debates at a recent Northeast Conference[6] concerning the relevance of generative grammar, with Chomsky taking a neutral if not negative position, indicates that the issues involved must be discussed, and taught, and that other issues as well deserve everyone's attention, e.g., the reexamination of grammatical definition and terminology needed to determine what is an adjective, or a noun, in such expressions as *window glass, stone house, water glass*: if an adjective fits into the slot for "little" in "the little house is little," none of the previous words qualify, and translation into another language will emphasize the reality of such distinctions and present further problems: the limits of the conectors *de* and *à* in French, do not correspond to English structures.

In short, we need such studies as an integral part of all graduate programs in FL and literatures; furthermore we need to extend these investigations from individual sounds to the more important intonation patterns which make speech comprehensible, and from the much discussed morphology to syntax, to the question raised, e.g., and the *Stylistique Comparée* by Vinay and Darbelnet,[7] which should be applied to other languages. Gleason's introduction to linguistics,[8] the studies by Albert Valdman, Robert Politzer, Wilga Rivers, Nelson Brooks, and so many others, should become even more widely known.

4. MA theses. It is ever more widely recognized that MA theses do not consitute significant and publishable contributions to knowledge and an increasing number of graduate curricula give the option of additional course work or a thesis. The assumption is, of course, that every graduate course, or a good part of these labelled "graduate seminars," call for research papers which provide the practice the graduate student requires.

5. Literary theory and criticism. Changes have occured in the areas of literary criticism and methods of research which are so fundamental that courses in this field are required, and, in this case as in the matter of MA theses, current practice often implements our call for action. The fact remains that the traditional presentation in terms of movements has been replaced by detailed analysis quoting appropriate sources and texts—as distinguished from critical interpretations of the past—and relating the literary work to a general frame of reference, be this historical, stylistic, philosophical, or ideological. The keyword is change, the need is for more study and an awareness of what is happening in these fields.

6. Continuing education. Our last conclusion brings us to the most important proposal in this discussion, the call for continuing development. Traditionally only elementary or high school teachers attended periodic workshops, while the more august college teacher spent a few days at professional conventions mostly to see his friends and make contact with the job market. Graduate curricula are insufficient if they represent a one-time experience leaving its products to draw on the points of view and subject matter then taught, sharing a false sense of security, the illusion that the degree which resembles a union card entitling its holder to a position, assures competence forever after. Institutes, congresses devoted to particular specilizations, but also general curricula like those contemplated for the Center for Continuing Education at Stony Brook, devoted to the "up-dating" of the teaching profession, are needed; this Center proposes two thirds of its instruction in discussions designed to broaden the experience of the teacher and relate it to other fields and one third to seminars in his area of specialization. This model has not been perfected in all areas and does not, so far, offer courses in our field, but it defines an objective which the college teacher is bound to welcome if he wishes to "stay in touch" with the profession, as he should.

Curricula will vary; experiments are welcome. Yale's curriculum is particularly interesting: candidates preparing themselves for elementary and secondary schools will enroll for the MAT; all others will complete course requirements for the PhD and then either leave with a Master in Philosophy or write a dissertation for the Doctorate. One cannot be sure whether this will remain a unique experiment like the Doctor in Modern Languages at Middlebury which requires a year abroad. It is important to note that, at least according to the Yale catalogue, only the MAT involves an internship program; this means that some of our stated objectives may or may not be reached by candidates for the two other degrees.

What we need is continuing education for all, partly devoted to the objectives of NDEA institutes so well set forth by Joseph Axelrod,[9] and parallel to the 1964 institute for College teachers held at the University of Indiana with sometimes uncertain results—college teachers seem harder to reform than their colleagues in the public schools—partly to literary topics, to critical interpretation, to problems of reorganizing curricula, to broadening professional experience, to making it meaningful to teachers and students alike. It is a task which affects us all and in which we should make our voices heard.

1. *PMLA* 79, no. 2: 29-43, 1964; also *Modern Language Journal* 50, no. 6: 78-92, 1966.

2. I examined graduate curricula of the following universities: Harvard, Michigan State, Ohio State, Pennsylvania, Princeton, Texas, Washington, and Yale.

3. Nelson Brooks, *Modern Language Journal* 50, no. 2:71-78, 1966; cf. McAllister report, *ibid.*, no. 6:88, 1966.

4. 2:30-50, 1968.

5. *Ibid.*, p. 46.

6. 1965

7. Paris: Didier, 1958.

8. Henry Allen Gleason, *An Introduction to Descriptive Linguistics*, New York: Holt, 1961; *Linguistics and English Grammar*, New York: Holt, 1965; Albert Valdman and Simon Belasco, introduction to: *Applied Linguistics, French* (or German, Italian, Russian, Spanish), Boston: D.C. Heath, 1961; Robert Politzer, *Teaching French* 1965; *Teaching Spanish* (with Charles Staubach) 1961; *Teaching German*, 1968; all Waltham: Blaisdell; Wilga Rivers, *The Psychologist and the Foreign Language Teacher*, Chicago: 1964; Nelson Brooks, *Language and Language Teaching*, New York: Harcourt Brace, 1964.

9. *The Education of the Modern Foreign Language Teacher for American Schools*, New York: Modern Language Association, 1966.

D. THE PREPARATION OF COLLEGE TEACHERS OF FL's

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For the past two years I have had the responsibility of testing and placement in modern foreign languages at my University. Out of that experience have come some interesting data regarding articulation between high schools and colleges. The problem is multifaceted and difficult to resolve because of its complexity. For our purposes today I want to confine my remarks to that intermediate course at the University where the incoming freshman frequently finds himself if he has studied three or four years of modern FL under optimum conditions in high school.

From experience and empirical evidence (the latter primarily as the result of our administering the Modern Language Association Cooperative Tests to incoming students), I have frequently told by colleagues that the following is a typical proficiency profile of good students with three or four years of good high school instruction. These students understand without serious difficulty what I say to them, they read nonesoteric literature with a minimum of translation and vocabulary hunting, they can communicate their thoughts pretty well in speech, but they are not yet prepared to do so in writing, that is, they are not entirely competent in free composition. That strikes me as just about the right proficiencies for the kind of training they have had.

Unfortunately not many instructors of the intermediate classes (at my institution we call it "Introduction to Spanish Literature") agree with me, and they regularly demonstrate that what I have said is not true. In reading, for example, *comedias* of the 17th century, only a few students extract the meaning directly without recourse to extensive exegesis, fewer than that are capable of discussing intelligently plots and sub-plots, characterizations, and style, and almost none can write, in Spanish, a critique that is not both ingenuous linguistically faulty. Now, how do you explain that: that for me intermediate students perform in one way, and for some of my colleagues they perform in another way?

Listen, please, to the following from one of Harcourt, Brace and World's little brochures, entitled "What Kind of Writing Program is Needed?" I think it elucidates this matter very clearly. It says: "In a four-level secondary school program the student is not ready to imitate with any security the highly individualized forms of the patterns used by real authors nor to concern himself with style at anything but the elementary level. He is certainly not ready to do 'creative writing' in the target language—probably not even in English. His appreciation of writing as a fine art will continue to be derived from his reading. Neither the student nor the teacher should have any feeling of inferiority because of this. The greatest pitfall to writing in the fourth level inevitably occurs when the teacher gives assignments which have to do with literary analysis, appreciation, and criticism. It would be better to seek higher quality in more modest assignments."

Who teaches the intermediate college FL course? Ordinarily, a second or third year doctoral candidate, or persons of junior professorial rank who have recently completed their degree work. These are precisely the persons most frequently incapable of comprehending how far a college freshman has to go before he can write a doctoral preliminary examination in a FL, for these instructors, now nearing the end of that long and arduous journey, do not remember what the learning problems are for first-year students. Can the accomplished concert violinist recall in other than an impressionistic fashion how difficult it was to play half-a-dozen recognizable consecutive 16th notes in those days so long gone by, when he was struggling to gain even minimum control over an extremely difficult instrument, and—we may speculate in passing—hating every minute of it as does the novice language student in the hands of an intransigent, humorless taskmaster?

George Scherer of the University of Colorado used to say that the greatest single significant factor in the breakdown of articulation in FL between high school and college was our failure at the college level "to take 'em where we find 'em." Rather we suppose an a priori competence which is wholly unrealistic, and on that non-existent foundation we try to erect a superstructure only vaguely conceived. The kinds of linguistic tasks often required of students in these intermediate classes are beyond the capabilities of many of my first-year graduate students.

What kind of training does the instructor require who will work with students in this critical stage of transition from high school to upper-division college FL studies? Every FL teacher ought, of course, to have some knowledge of psychology, learning theories, applied linguistics, measurement and curriculum development. For this particular level, however, there is needed a special awareness of skills acquisition of adequate measurement, of the purposes for which a student learns a FL, and, above all else, of the psychological adjustment that the new student has to make during his first weeks in a strange and frightening ambient.

I referred to the "purposes" for which a student learns a FL. Just now that principal purpose is literary analysis and appreciation. I am certainly aware of passionate feeling pro and con regarding the "literature syndrome," and no one deplores more than I the fact that American Higher Education provides no goal for language acquisition other than *belles lettres*, but until that circumstance changes, we shall have to live with the fact that most students in college inermediate language courses are either terminal, or they are on the way to majoring in the language and literature.

A good deal of the problem at this level has to do with the mistaken assumption that the student's problem is primarily linguistic. Of course he is not prepared to read archaic language, nor texts that are semantically and conceptually dense. It is patently ridiculous therefore, to assign *El cantar de mío Cid* or Gracián's *Agudeza y arte de ingenio*. On the other hand there is excellent potential in an introductory style manual such as Lapesa's *Introducción a los estudios literarios*, or *Cómo se comenta un texto literario* by Correa Calderón and Lázaro Carreter, in combination with judiciously selected pieces of literature. A good instructor can increase competencies in the skills at the same time that he is inculcating principles of literary analyses.

This is the point, or level, or class—or whatever you want to call it—that I consider the most crucial in the college language sequence. It is the point of make or break, and unfortunately, for far too many students it is the latter. And yet, some professors approve of heavy attrition; they feel that it is a kind of natural-selection process that separates the sheep from the goats. To me this seems a clear indication that we have learned very little from the events of fifteen or so years ago when FL were on their way out of the school and college curriculums. How can we convince our colleagues in other disciplines that *all* students should have some knowledge of a FL when our manifest purpose is to identify and claim for our own only the most apt students, and—perhaps not so coincidentally—simultaneously justify stipends for graduate teaching assistants to act as wardens for those large numbers of imprisoned souls who are required to take two years of a FL?

In the summer of 1964, Archibald MacAllister and Albert Valdman conducted at Indiana University a seminar for college teachers of French, German, and Spanish. Part of the curriculum was similar to that of the NDEA Institutes for Secondary School teachers—that is, Demonstration, Methods, and Applied Linguistics—with Psychology of Learning and Study of Literature added for the special purpose of the college people.

In a review of the Seminar report, Jack Stein of Harvard wrote the following, with which I am going to close my remarks: "The situation is ridiculous; every summer increasing numbers of *recent* college graduates apply to the NDEA institutes to learn what they should have been taught as undergraduate FL majors. Why weren't they taught these things as undergraduates? Because their college teachers don't know them! And why don't they know them? Because they never learned them in graduate school where they were trained (or not trained). Why not? Because tenure Professor X and tenure Professor Y couldn't care less. As long as the teachers' teachers' teachers (the graduate school professors who teach the future college teachers who teach the future secondary school teachers) don't train the teachers' teachers the latter can't train the teachers properly."

And then, concerning the outcome of the Indiana Seminar, Stein concluded: "Perhaps most startling was the revelation that the participants (that is, the college FL teachers who were attending the Seminar) didn't even know very much about theories of literature . . . when they arrived."

Wouldn't you think there is a rather alarming situation where vast numbers of freshmen are required to learn something from instructors who neither know what, nor how, to teach except by intuition?
(Reports submitted by Ruth MINERLY, North Jr. High School, Newburgh.)

FOREIGN-LANGUAGE LEARNING IN A HUMANITIES PROGRAM

Donald D. WALSH, Secretary-Treasurer, Northeast Conference

What are the Humanities? The second edition of the Webster Unabridged Dictionary says that they are "the branches of polite learning regarded as primarily conducive to culture." The third edition says: "the branches of learning regarded as having primarily a cultural character and usually including languages, literature, history, mathematics, and philosophy." Webster's New World Dictionary, College Edition, says: "one: languages and literatures, especially the classical Greek and Latin; two: the branches of learning concerned with human thought and relations, as distinguished from the sciences; especially, literature and philosophy, and, often, the fine arts, history, etc."

How well does FL learning match these definitions? Is it truly cultural in character or conducive to culture? Is it concerned with human thought and relations? In this regard, we must distinguish between two kinds of culture. One represents the repository of all the best things that a people has achieved: its art, its music, its architecture, its literature, its philosophy. The other kind of culture is related to the beliefs, the values, and the behavior patterns of a social group. And since any social group expresses its beliefs and value systems through language, language is an essential part of this kind of culture, which we may call deep culture, penetrating to the roots, as contracted with the other, broad and broadening culture.

How does the study of FL fit in here? Does it really bring the student close to another culture? The relevance of FL study to a humanities program depends a great deal on how the FL is taught and on how well what is taught is learned. A variety of claims have been made for the values of FL study. One is that it leads to international understanding. We must here interject a caution. To understand one's neighbor is not necessarily to love him, despite the Biblical command. My favorite preacher, James Cleland, Duke University, once said that Jesus commanded us to love our neighbor as ourselves, but he did not insist that we *like* him. Knowing the other fellow's language may bring us world peace, but it hasn't always done so in the past; witness the American revolution, our Civil War, several South American wars between contiguous Spanish-speaking nations, and Europe, which has for centuries been a battleground despite the large percentage of its peoples who were and are highly skilled in several FL. The most we dare say is that knowledge of FL decreases the probability of misunderstanding. You may remember that American journalists, a few years ago, reported that a French general was 'demanding' American military aid in Indo-China. Our State Department fortunately knew enough French not to be misled by the mistranslation of 'demander.'

FL skill may lay the groundwork for understanding, sympathy, and even mutual respect. And without some mutual understanding and respect all our days may be numbered. International cooperation is not just a desideratum in these times; it is an urgent necessity if our world is to survive. A knowledge of FL can help to bring us the international cooperation that we so desperately need. But even the enormous importance of this by-product of FL study is not in itself sufficient to justify it as part of the humanities program.

FL study has undeniable value as a tool. Science majors need German and Russian. Romance Language majors need Latin and Greek. Spanish majors need Latin and Greek and Arabic. Diplomats and businessmen assigned to a foreign country need to know its language. But do these needs—however real—justify a FL requirement? There is an analogy, which I have made before, between language learning as a skill and typing as a skill. For most of us, *how* we type is less important that *what* we type, unless we happen to be typists instead of typers. It's the message that is important, and we learn to type in order to communicate, if we have a message to communicate. The way we type is of minor importance unless we type so badly that we garble the message. So with language learning: the ultimate objective is more important than the means by which we reach it, more important even than our mastery of the means. We must therefore give thought to what use the student is to make of his FL once he has mastered it. What does he listen to when he has learned to listern with comprehension? What does he say after he has learned to speak? What does he read once he has learned to read? And what, if anything, does he write after he has learned to write? Sir Winston Churchill, on being told that someone spoke seventeen languages fluently, is reported to have exclaimed: "What a marvellous headwaiter he would make!" It is not, therefore, enough for a young man to have mastered French. So have fifty million Frenchmen. What else has he mastered beside French?

Is literary acquaintance a sufficient justification for FL study? This is an objective that many FL teachers stress. And understandably so. Most of us were FL majors—or at least FL students—in colleges that equated interest in FL with interest in foreign literatures. If a FL student did not love literature he doubtless shifted to some other, more congenial field of study. Only the lovers of literature persevered. As a result, the FL profession has an abnormally high percentage of such people. Now there is nothing wrong—nothing immoral—about a love for literature. And there is nothing wrong in our trying to get our students to share our love for literature. But if we assume that all the students in our intermediate language classes are there because they love literature—or even know what the word means—we are suffering from a serious misapprehension. The linguistic experience may lead to the literary experience, but one experience is broader than and distinct from the other.

Real command of the language skills does eventually bring the student through the language curtain. On the other side, he can react to reality in the other culture, which will no longer be foreign, in a way that approximates — and perhaps even equals—the reactions of a native of that culture. He becomes another man. And from this new vantage point he can view his own language and culture with a detachment and an objectivity denied forever to the monolingual, however intelligent and civilized he may be. Some of these reactions to culture—the finest of them—will be literary and aesthetic. But there will be other reactions, moral, behavior, ethnic, that will have little or no relation to the fine or literary arts.

The Copernican step, the passage through the language curtain to become, if not a member of another culture, at least a sympathetic and understanding guest of the culture, is surely one of the most rewarding of intellectual endeavors. He who has made this journey is really two men instead of one. He has doubled his insight and has undergone an experience that is an essential part of liberal education.

Mastery of a FL can be achieved and satisfied, for many students, through the study of the foreign literature. And some study of a foreign literature should certainly be part of any student's experience. But students can not be expected to show a greater appreciation of asethetic values in a foreign culture than they can demonstrate in their own culture. So we should enable the student to use his FL skills in more than one area of his college and university experience.

If the institution really believes that FL study is a liberalizing experience, teachers in all departments should give their students opportunities to demonstrate their FL skills; they should indeed *expect* them to demonstrate these skills. They ought to recommend foreign books in their fields to FL students. And if the teachers are not acquainted with such books, they should come to the FL experts, to find out about them.

The teacher of any subject ought to be a humanist first, and a specialist second. He must think of his specialty as but one contribution to the humanizing of his students. He must guard against the tendency to see in his students younger copies of himself, sharing his enthusiasms, headed toward a repetition of his own career. Nelson Brooks once likened such teachers to ski instructors teaching their students not how to ski but how to become ski instructors.

Since most college teachers are the products of our graduate schools, we might, I think, not unreasonably expect that each of them has a good functional control of some FL, a control strong enough to enable him to offer a course in his specialty which he would teach in the FL that he knows best.

If at this point any FL teacher is frightened by the prospect of competing for FL students with members of other non FL departments, the fright will do him good. We have, for far too long, tended to think of college students of FL as split into two groups, on the one hand, the elementary and intermediate students who are working off their language requirement, and on the other hand, the present or future major in a FL and its literature. The unspoken assumption has been that our elementary and intermediate language classes are so lacking in appeal, so dull, that none of the graduates of these courses will want to have any contact with the language once they satisfy their requirement—except for the happy few, the chosen few, the literary enthusiasts who will grow up to be FL teachers. Whereas, in fact, we are gradually getting another whole group of students, history majors, English majors, political science majors, chemistry majors, and so on, who, if they have had a productive language experience in school and college may well want to continue studying in a FL a variety of subjects that interest them. Why shouldn't students elect advanced courses conducted in a FL just as they elect advanced courses in other fields, not for professional use but because the student's past experience in this field has been a happy one and because the advanced courses have the reputation of being exciting and rewarding?

With this kind of student body, all members of the faculty will be involved in continuing FL instruction through the medium of a gamut of subjects, from Archeology to Zoology. Am I dreaming? I don't think so. But if I am dreaming, Harold Howe, the United States Commissioner of Education, is dreaming with me. Here is part of what he said in a speech delivered in Austin, Texas, on the 25th of April of this year:

"The notion of cultural superiority has seriously harmed the United States in this century in its dealings with other peoples. Whereas European children grow up with the notion of cultural diversity, and frequently learn two or even three FL in the course of their formal schooling, American schools commonly isolate our children from cultural exchange . . . In the middle of this century, after nearly a hundred and fifty years of largely ignoring the rest of the world, we have lumbered into the family of nations as an international force, A position of international responsibility was thrust upon us, and we were ill-prepared to assume it. In fact, one of the great motivations behind the present set of Federal programs for education was the lack of Americans who could speak FL or deal with other peoples in terms of their own cultures. The result was that we often offended people whom we were trying to help or befriend . . . It would interest me to see what would happen if educators in Chicago translated one of San Antonio's successful bilingual Spanish-English programs into a school in a Polish neighborhood, or in San Francisco, to a school in a Japanese or Chinese neighborhood. Consider for a moment the incredible wealth of linguistic expertise and cultural resources we have in this country, and what American foreign relations could be like in thirty years if, to every country in the world, we could dispatch young Americans versed in the language, the history, and the traditions of the host country as well as of their own. And I do not mean by this only that a Japanese-American youngster should have the opportunity to learn Japanese; what's wrong with a Japanese-American boy's learning Polish? What's wrong with a Filipino-American girl's learning Swedish or Rumanian? Why should we consider so many languages as beneath notice unless the learning is to be done in a college or graduate school for purely academic purposes? And why, indeed, must FL be taught exclusively in classes formally tagged "language"? If a youngster is introduced to another language at the age of five and has a continuing opportunity to grow in it, why can't he study high-school algebra in Spanish? Couldn't some of the readings a high-school history student pursues in learning about the French Revolution be in French?

This argument, that wider cultural exposure will help our international relations, stresses both national purposes and international amity. Perhaps the most important reason for bicultural programs, however, is not international but domestic: our relations with each other here at home. The entire history of discrimination is based on the prejudice that because someone else is different he is somehow worse. If we could teach all our children—black, white, brown, yellow, and all the American shades in between—that diversity is not to be feared or suspected, but enjoyed and valued, we would be well on the way to achieving the equality that we have always proclaimed as a national characteristic. And we would be further along the way toward ridding ourselves of the baggage of distrust and hatred which has recently turned American against American in our cities.

Let us remember that FL instruction in the primary and secondary schools is beginning earlier and earlier and that a lot of the instruction is getting better and better. Teachers are working harder and teaching harder, and their hard work is bringing results. More and more students are entering college now with four or more years of FL study. About five years ago I became aware of a change in the proportion of college freshmen taking intermediate courses instead of elementary ones and, even more exciting, a marked increase in the number of freshmen who qualified for advanced courses, at the third-year college level. College after college reported dramatic shifts in these proportions: the University of Washington, Indiana University, New Mexico, Pennsylvania, Missouri, Michigan, North Carolina, Oregon, Colorado, Wisconsin, Texas, Arizona, Utah, Yale, Kentucky, Delaware, schools from all over the country. At this point I stopped gathering statistics, convinced that this deviation from the norm had become the norm. Now think of the implications of this change. More and more college students have reached the point, in their FL study, where they are ready to study *in* the FL. A student's FL or FL's which have really ceased to be foreign, have become tools that he can use for his continuing education. We FL teachers who love literature hope that a sizeable proportion of these continuing FL student's will want to use their language skills in studying literature, whether or not they are FL majors or future FL teachers. But it is unrealistic to hope, or even to expect, that they will all choose literature as the subject-matter area in which they will continue to use their FL or FL's.

So far, I have not dealt directly with requirements for graduation. Are they justified? Are they authoritarian? Opposed to freedom of choice? Apt to cause student riots? Or can a college or university faculty mix freedom and discipline and define at least the backbone of the curriculum? Since a degree is awarded to a candidate who has completed successfully not just a random series of courses but a *program* of courses, does the institution have the right—does it have the obligation—to define that program? I hope that you will agree with me that it does have this right and this obligation. And I hope you will agree that the kind of FL program I have been describing forms a legitimate part of the total humanities program.

What should we have as a FL requirement? If it is to be a legitimate part of the humanities program, it should be humanizing. It should expect of the student something beyond control of the language skills, something beyond the ability to order a meal, to pay a hotel bill, to read a newspaper, and to listen to the news on the radio. To satisfy a humanities requirement, a student should demonstrate the result of his language training in a college-level humanities course.

Therefore, no matter how much language mastery an entering college student demonstrates, he should not be congratulated and exempted from subsequent contact with the language. Such a reaction is reactionary. It places FL proficiency below the level of the college swimming test. For when a student passes this test, the assumption is not that he will never need to swim again. No, do not congratulate the superior language student and tell him that he will have no further need for his FL accomplishments. Rather, congratulate him and tell him that, because of his superior performance or record, he is privileged to take advanced courses conducted in the FL and that he must take at least one such course as a degree requirement.

What would be the nature of these degree-requirement courses? They would be intellectually at the college level and in a variety of humanistic fields, depending on the faculty resources of the institution, such as literature, linguistics, history, sociology, or political science. These courses would be conducted in the FL. Lectures and discussions would take place in the FL, assigned readings would be in the FL, tests and term papers would be written in the FL. No one could be admitted to such a course without proving, through language tests or courses, that he already had real control of the four fundamental language skills.

Such a FL degree requirement would involve not only all the FL departments but all (or nearly all) the other departments in the institution. I am sure that all the members of the FL departments would benefit from this involvement, and I am optimistic enough to think that members of the other departments would benefit no less fully.

Would this be the millenium? Perhaps . . . I, too, can have a dream And I hope that all of us, working together, can help to bring it about.

REMARKS TO THE PROFESSION

Alfred S. Hayes, Language in Education Program, CAL

I have chosen to frame a few thoughts on each of certain subjects I believe to be especially important to FL teachers and their students at this moment in our development. Of many possible subjects I shall mention but three. I leave it to you to assign priorities.

The first theme I have chosen is the subject of this annual meeting of your Federation: Foreign Languages within the Humanities. This theme will have been so thoroughly treated by others that I hardly dare to underscore the obvious—that whatever is suggested or promulgated in this area not be assumed to be self-justifying, but that it justify itself by the continuing excitement it can and must generate among students and teachers alike.

My second subject concerns travel and study abroad. I wrote about this some years ago, but John Carroll in a recent study has demonstrated conclusively what we have all felt, that time spent abroad seems to outweigh in its effectiveness all our domestic efforts in teaching FL. It is interesting to try to draw some inferences for domestic methodology from this fact. It seems evident that the average neophyte abroad does not chatter incessantly, for he cannot. But he listens, all the time, and only later and always far less often does he speak. In our domestic programs, if we wish to compete with foreign travel and study, it would seem that we need to consider very seriously a massive increase in opportunities to listen, not only to learn to understand, but as necessary preparation for meaningful speaking. One further inference: when our neophyte does speak abroad, there are always meaningful consequences of having spoken. Intellectually and socially meaningful consequences are desperately difficult to arrange in a classroom situation, but we haven't really exerted ourselves in this area. Intellectually, how about finding out what the biology or the mathematics or history teacher is doing this week and teaching a miniscule unit in the FL? Socially, how about having a native speaker of the same age group visit on some regular schedule to interact with your students at their level?

My third and last point. I do not know what to call this, so I shall call it, rather cryptically at this point, outside-in and inside-out. Many organizations, agencies and individuals are unselfishly dedicated to improvement in FL teaching and learning. You know them well: the Modern Language Association and its affiliates, the United States Government and its programs, the FL personnel of the state departments of education, and the several state associations like your own thoroughly admirable New York State Federation. A powerful boost has been given to these collective efforts by the formation of the new American Council on the Teaching of FL. All these inspired efforts must continue. Yet there seems to me to be one dimension that is not well developed. Improvement in FL teaching and learning must mean an increase in the effectiveness of what happens in *classrooms,* where teachers face students, and vice versa, for that is where the action is. Yet the implicit model for improvement seems to be one of training and retraining from the *outside in,* so to speak; that is, inservice teachers are expected to *apply* what they learn *elsewhere,* often in the face of local constraints which make it nearly impossible to do so. The "outside in" model often cannot avoid conditions of learning which teachers would not regard as acceptable in their own classrooms—too much strange material presented in too little time, for example. My plea here is for a reexamination of the "outside-in" model, with a view to creating a parallel "inside-out" model, each ultimately complementing the other. Such an inside-out model would begin, not with scholarly insights from outside the school, but with *local self study* based on the insights of local teachers concerning classroom problems as they find them in their daily interaction with students. Certainly there exist local study groups, but to my knowledge there exist no *formal, permanent mechanisms* through which local teachers and administrators can collaborate to produce local improvement on a continuing basis, taking into account both local strengths and local constraints. This cannot be done by wishing it, nor can it be done without released time, plus tangible group and individual incentives. There are any number of obstacles that one can think of immediately, but, for a starter, I am suggesting that some nationally-based group be charged with the task of setting forth guidelines for state, regional, and national *competitions,* with substantial awards, for urban and rural plans, *not* for specific curricular change, but for *permanent mechanisms* for change than can adequately reflect growing local sophistication in language matters, a sophistication nurtured by local self study. These plans should also reflect the realization that truth in theory and panacea in methodology will always be just over the hill, for language is the most complex, the most mysterious, and the most elusive attribute of man. It is this very complexity and elusiveness that lend spice and excitement to FL teaching and learning. If truth and panacea will always elude us, the sheer excitement of the chase will nevertheless yield a by-product that I believe to be really attainable: continuous, on-going, never-ending nation-wide improvement in FL teaching and learning, unaffected by national crises or social pressures, fashioned by *all* who study, by *all* who teach, and *all* who learn.

PANEL MEETING ON LATIN

Panelist Anna RAIA, College of New Rochelle, stressed the strengthening of ties between the College and Secondary Schools to insure the continuum. The secondary school must concern itself with offering the backgrounds of Latin study so that the college may concern itself with the reading of authors and the study in depth of the wide range of humanistic studies of philosophy, art, history, and literature. Dr. Raia outlined a six-point program: (1) There is no substitute for enthusiasm and teachers should make society aware of the contributions the classics offer to our civilization; (2) The classical languages should be on an equal footing with the modern FL and there should be complete cooperation between them; (3) High-school Latin should begin as early as pissible to develop a strong program; (4) Elementary Greek should be started in High School; (5) Emphasis must be placed on reading proficiency; and (6) There should be innovations in curriculum study and development as well as re-evaluation of the program of study.

Sister Anna ROBERTA, Bishop Scully High School, Amsterdam, and Morton E. SPILLENGER, Bureau of FL Education, Albany, suggested that (1) Teachers of Latin should be in search of new materials. Mentioned were the Latin Institute, University of Illinois; *The Latin Kit* by Harriet Norton, SUNY/Albany; Schoder's *Beginning Reading in Homeric Greek,* University of Loyola Press. (2) Teachers of Latin read *The Place of Latin in the Total FL Curriculum* by Harry L. Levy in the October, 1967, issue of FL *Annals* in reference to the adaptability of Latin as a language requirement for college. (3) the new New York State syllabus for Latin be ordered as soon as its publication is announced; and (4) the use of oral Latin is good provided it is oriented toward the reading proficiency requirement.

(Report submitted by Paul A. RAUSCH, Monticello High School.)

WHAT'S YOUR PROBLEM?

1. FOR THE BEGINNING TEACHER

Professor Williard H. WHITNEY, SUNY/Albany, began the discussion with some observations of problems as seen by a FL supervisor. A good teacher, he stated, is a person of character who has a knowledge of his subject matter and is concerned with methodology. The main problems of the new teacher include adjusting from college level intellectual pursuits to the very basic elements of language and all ability levels (e.g. slow, average, accelerated), preserving some essence of the aesthetic and cultural elements obtained in college civilization and literature courses, and establishing rapport with the whole teaching staff. He also stressed the importance of making the supervisors of the various disciplines aware of the many problems faced by the FL teacher.

Panelist Gretchen SCHULTZ, SUCNY/Potsdam, now working in elementary education, stated that at this level the establishment of the "cultural island" is difficult at best. Teachers are scheduled to teach in more than one room and frequently in more than one building. Bulletin board space for storing materials, etc. is at a premium. New teachers cannot find enough instructional material for this level and have no guidelines to determine when to introduce topics like reading in the FLES program. The goals are so far-reaching, that there are often no immediate results to be seen.

Panelist Susan W. **Wockasen**, Williamsville-Heim Middle School, related her personal experiences and emotions as a new teacher. The beginning teacher is very idealistic in that he wants to give everything and expects everyone to completely master the material presented. Administrative interruptions (e.g. public address system) and administrative relations (e.g. dealings with guidance counselors) are but some of the everyday problems faced by all teachers. She suggested that every beginning teacher have a buddy-teacher to help him.

Panelist Charles F. **Begley**, Lockport, High School, teaches Latin. He cited the dearth of instructional materials and the nebulous Latin syllabus. He believes in ability grouping of students. He found that in some instances, he was only three or four years older than his students and did not quite know what sort of teacher-student relationship should exist.

In answer to the question whether teacher preparation should take place as a student-teacher in a school (on the job training) or at the college level, Norma Enea **Klayman**, SUCNY/Buffalo, suggested that training should take place at the university, but that the methology courses should be revised.

(Report submitted by Joseph P. **Whalen**, Burnt Hills-Ballston Lake Jr. H.S., Burnt Hills.)

2. IN THE SENIOR HIGH SCHOOL

The following answers are a compilation of several contributors on the panel which was composed of Joan L. **Feindler**, The Wheatley School, Old Westbury, Frank **Cicero**, Guilderland Central High School, Mary D. **Marshall**, Clarktown High School, New City, Norma **Rodriguez**, Ramapo High School, Monique **Sheft**, The Willets Road School, Roslyn Heights.

Q. In a third year language class, would a purely grammar lesson be justified without any elements of conversation in the FL?

A. All lessons should have some conversation, even a grammar lesson. There should be a warm-up or review session at the beginning of each lesson. Conversation should be a daily activity.

Q. Constant question and answer practice to develop speaking skill becomes boring, especially in the third level. What else could be done?

A. Show filmstrips or pictures and ask class to discuss them. Try using some audio-visual materials where a filmstrip is shown together with a tape that provides stimuli for conversation. Use also the directed dialogue practice.

Q. At the third and fourth levels, the oral work of the students usually is acceptable, but they don't write well. What to do for improvement in writing?

A. Various techniques could be used. For example, as a weekend assignment ask students to keep a diary of their activities from Friday to Monday; or cut out pictures of current events from magazines and newspapers. Give each student a different picture and ask him to comment orally in class on the event. As homework he is to write a composition containing the comments he made in class. The next day correct some compositions using an overhead projector. (The remaining ones are corrected by the teacher.) Students must then rewrite their compositions making all corrections. It is important to pick topics that students are interested in to provide good motivation for writing practice.

Another possibility, especially in the lower levels, is to have a "joint" composition written by the class as a whole. The teacher holds up a picture or shows a slide. One student is elected to go to the board and write a sentence concerning the picture. Another student then volunteers a second sentence which the first student writes on the board, etc. Try to have as many students as possible contribute one sentence. This "joint" composition is then corrected. The next day the teacher may use it as a dictée, a basis for more conversation or as a review for reinforcement.

Q. What's the difference between Spanish 11 (eleven) and Spanish III? What do the terms mean?

A. Spanish 11 means the student started in Grade 7 and is now in Grade 11. Spanish III means he started in grade 9 and is now in the third year.

Q. When do students take the Regents in your schools?

A. All students who started the FL in FLES take the Regents at the end of Grade 11, or after level IV. It was given previously at the end of Grade 11, or after level IV. It was given previously at the end of Grade 10, but too many students dropped the language after taking the Regents. By more or less forcing them to continue until Grade 11 for Regents credit, many more had another year of the language and then continued to Grade 12, to avoid the hiatus between high school and their college language course. Some exceptions are allowed. If a student insists on taking the Regents at end of Grade 10, he is permitted to do so. Students who start in grade 9 are permitted to take the Regents in Grade 11, after three years.

Q. How do the results in the Regents compare between the FLES to 11th grade group and the high school beginning group?

A. There is a great difference. The FLES to 11 group gets excellent grades. Last year the grades were from 87% to 100%. The Spanish III results were lower.

Q. It was previously stated that the interests of the students must be considered when selecting topics for writing practice. If you have a class in which 10th, 11th and 12th graders are combined, how do you motivate them since their interests are so varied?

A. The teacher should gather a great variety of pictures (and this takes some time, but it's worth the effort) for students to write on. Then he should try to ascertain the particular interests of each student and supply him with an appropriate picture. Or the class may have a debate on a topic suggested by the students. After a class discussion, each student is to write at home the arguments that he presented orally in class. The teacher then corrects the compositions and brings to class a list of the most frequent mistakes to discuss in class.

Q. How to justify the study of a FL to the parents of non-college bound students? (in a deprived area).

A. A FL is not studied because colleges require it; it is for the student's cultural development and enlightenment. He studies it to promote tolerance and understanding of other people's ideas and culture—qualities which even the non-college bound future citizen should develop.

Q. Such arguments do not convince the parents of my students, who come from a very culturally deprived area.

A. Then maybe you should devote your energies toward educating the parents. Form a program similar to ASPIDA in New York City whose purpose is to convince Puerto Rican parents of the value of educating their children.

Q. What devices might be used to discourage the high attrition rate after the Regents exam in level III?

A. If students drop after the 10th grade, then give the Regents after the

11th grade. The students must take the fourth year of the language, everyone gets above 90%, parents, students and teachers are happy, and most students will go on the Level IV before college.

A. In some schools, giving the Regents after grade 10 permits students to take Latin for two years and the Regents before graduation. It was found that the students who dropped the language after the Regents in level III were the less capable ones who could not handle the fourth year of a language any way. The better students continued to level IV. The attrition rate was not high.

Q. The audio-lingual method usually provides for a small vocabulary, yet an extensive one is needed for the Regents. What to do to supplement vocabulary?

A. One teacher records the news from "Voice of America" programs in Spanish for the upper graders to listen to. In French the "Ici Radio Canada" is taped. Students love to hear the news in a FL spoken by a native, and many new words are learned. This procedure is particularly helpful since many of these selections on the Regents are taken from current magazine and newspaper articles. The teacher, of course, must have a short-wave radio and free time at 8 a.m. and 9 a.m. when these broadcasts are heard. The tapes then are circulated to all upper levels of FL classes. Much present day vocabulary is learned in this manner. Another teacher advocated the use of easy readers from the 8th grade on. Students are required to keep a permanent and continuing personal vocabulary list. How to test these lists when each one keeps his own list? The teacher states, for example, that on a certain day they will have a vocabulary quiz, and they are to study say, page one of their lists. Prior to the quiz, the teacher walks around the room and, while students are silently studying, she selects one word at random from each student's page 1. The teacher then asks each student for a definition in the FL of the word she chose from his list. The student is graded 10 if perfect, 9 or 8 if errors are made, etc. The student gets "0" if he doesn't know. On another day the same procedure is repeated for page 2 of the list. No paperwork is involved, yet students are required to review and know their vocabulary. In the upper grades, the lists must be kept all in the FL.

Q. Debates are fine for speech development and practice. But how to make students participate who find it "hard" to express their ideas in the FL, and remain silent?

A. A good idea in this case is to have the students prepare their speeches beforehand. The teacher then can be consulted concerning any problem or difficult constructions. Debates can be taped and reviewed for corrections. Remember that, for success in any debating session, the students must be allowed to choose the topic, so that they will be motivated and interested enough to participate.

Q. What materials are being used by other schools in French IV?

A. In one school the A-LM French Level IV, the "L'Héritage Francais" by Denoeu and some contemporary novels. Also outstanding pieces of French literature are read.

Q. How many credits are given to a student who takes the Regents at the end of grade 11 and continues to grade 12?

A. At the end of grade 12, if the student started in grade 7, he has earned 5 credits—two for grades 7, 8 and 9 (which he may not receive until grade 9 is completed), and one each for grades 10, 11 and 12.

Q. What to do with a Spanish-speaking student in a beginners' class in Spanish?

A. Teach him to read and to write Spanish, since he probably doesn't know how. Then let him accelerate at his own speed.

Q. If the Regents is given in grade 11, do students have the time for the Advanced Placement program in grade 12?

A. Grade 12 and A.P. program can be combined. During the summer students who have been chosen for the A.P. program are notified by mail and a list of the required reading is sent to them. They are to read at least half of the books before returning to school in September

Q. Concerning the attrition rate after the Regents, why not push to have languages a required course like Math or Science? Why doesn't the NYSFFLT encourage and work for this?

A. The reason is that, especially where boys are concerned, Math and Science, are the money-making subjects the ones that most boys will need for their livelihood. Languages have tough competition—especially in the senior year.

(Report submitted by Josephine **Milani**, Dobbs Ferry High School.)

3. IN THE COMMUNITY COLLEGE

Panelist Muriel **Bate**, Sullivan Community College, was the first to mention a concern much discussed later, i.e. what precisely is supposed to be taught during 1 semester of FL instruction in a 2-year college, and whether 1 semester may equitably be equated to 1 high-school year. She also suggested that, given the limited time allotted to FL instruction (at Sullivan C.C. only 2½ hours per week), it is a "virtual impossibility" to cover even the "rudiments of pronunciation, oral and written work in so short a time." She also stressed as worrisome the multiplicity of FL backgrounds of students who have already studied a language in high school and continue that same language in college. Another problem she mentioned was that (since her college apparently offers only 2 levels of FL instruction) the entering student who has four years of high-school language study has no way to continue that language at her college.

Panelist Herbert **Church-Smith**, Broome Technical Community College, inquired "how does a FL faculty aid students, with some FL background, to find their correct level of study in the 2-year college and still receive language credit at the transfer college." In extemporaneous remarks, he mentioned especially the problem of the student whose high-school FL background is mediocre. If that student enters an intermediate class, he may not be able to do the work, but if he re-starts the same language at the elementary level he may not receive credit from his 4-year college.

Panelist Nicholas J. **Marino**, Suffolk County Community College, opened his remarks by saying that the junior college with only one problem is fortunate indeed. He said that the problems mentioned by the first two speakers have been felt by all new FL departments in all junior colleges. He likened himself during his early years in junior college FL work to Calderón de la Barca's star-crossed hero Segismundo. He went on to list other concerns, including lack of a generally accepted syllabus, excessive teaching load, lack of available tutorial time, and too little help from associations of junior colleges. This last concern caused him to call for an association of FL instructors in junior colleges, similar to one existing for English instructors. He especially underlined his use of the term "junior college," since the term "community college" has come to mean public two-year colleges, and it would be unfortunate indeed to seem to exclude the many private two-year institutions. He also expressed his appreciation of the increasing concern being shown by junior-college faculty in their mutual problems, as evidenced by this year's greater attendance at the meeting.

Questions and discussion from the floor ensued. It was in most cases impossible for the Recorder to make note of the names of the speakers, who are therefore (where possible) identified by the names of their colleges.

Staten Island Community College's English Department has a "grammar clinic" which accepts students who are doing poorly in FL because of lack of knowledge of English grammar.

There was some discussion of the use and relative merits of placement tests, both published and institutionally devised. No consensus of opinion was evident.

The value of tutorial work (i.e., one to one faculty-student relationship) was mentioned, by Dean Marino and others, but deemed impossible with faculty's present high hour and student load.

Some objection to the electronic classroom concept was voiced, particularly in those cases where the class meets only three times a week. This was seen as a usurpation of already too-limited class time. Suffolk Community College meets three times a week and students are strongly urged to attend two additional half-hour sessions in a separate laboratory each week. Failure to attend is reflected in the student's grade. Fulton-Montgomery and Rockland Community Colleges both use the electronic classroom concept, but in both cases classes meet four times.

Jefferson County Community College, Watertown, N. Y., has obtained a television camera, recording and receiving equipment from a manufacturer, and Professor Brendan Curtin has taped 15-minute lectures in English covering various points of French grammar, which the students may view on their own time, thus saving class time. He was questioned as to whether student attention to the taped lecture could be compared to that given a live presentation. The reply was that televised lectures were mainly useful in situations where no student response was needed. The value of the equipment being used is about $1500, but tape is expensive ($40 for half an hour). The tape may be erased and re-used.

Television is increasingly used at Bronx Community College, although not yet in FL.

Some discussion was held on general broadcast television of entire courses, as New York's University of the Air and the Chicago Junior College program.

The New York program is initiating a 26-lesson German course with some on-campus help at a local SUNY unit. It was wondered whether 26 televised lessons could be equated to a regular college semester for credit-granting purposes.

The University of Pennsylvania's Professor William Carpenter was mentioned as a man who has experimented with television as an instructional aid.

A representative of a Vermont junior college inquired whether anyone used commercial broadcasts in FL in class. Apparently no one did.

One member of the audience foresaw a decline of FL study in the four-year colleges as more and more students complete their requirement in the two-year colleges. Another stated that most junior-college language study is terminal, i.e., it will not be continued in the four-year college except by language majors. This was seen as enhancing the importance of what is taught in the two-year college FL program.

The remainder of the meeting was devoted to an energetic discussion re the advisability of attempting to devise some sort of common standard or goal for FL instruction in junior colleges. The question was phrased in such terms as these: "What are we supposed to be doing?" or "What is the purpose of FL study in junior colleges?" Some wondered whether the emphasis should be on the audio-lingual skills or on the reading and writing skills. Some objection was voiced to the idea of a single State-wide standard. One reason given for opposing such standard was that in some areas (such as N. Y. City) "good" students would automatically go to one of the city's four-year colleges (City College, Hunter, etc), and that the communiy colleges therefore do not get the better students, while in rural areas the community colleges may very well get students as good as any going to four-year colleges. The wisdom of equating one high school year with one college semester was again questioned.

There seemed to be a general consensus although not unanimous agreement, that FL instruction in junior colleges has "come of age," and that we should be able to adopt our own standards. To this end Dean Marino will attempt to get the name of every FL instructor in every two-year college in the State, and write to each one to find out what he considers to be the goal of FL instruction in the junior colleges, and what level of achievement should be expected at the end of each course, allowing for special local conditions wherever they pertain. The Central Committee will try to report the results of this survey for the October 1969 meeting.

(Report submitted by Norman D. **Arbaiza**, Rockland County Community College.)

4. IN THE COLLEGE

Panelists: Sister Marie Paula **Holdman**, College of Saint Vincent, Riverdale, Andrés **Valdes-Dino**, College of New Rochelle, Ethel K. **Wilhelm**, College of Saint Vincent, Emilia **Doyoga**, CUNY/York College.

There were no formal presentations, but rather discussions. Here are some of the questions followed by answers and observations by the panelists:

Q. What materials other than textbooks are used in teacher preparation?

A. The textbook is basic for stability. One must teach emotionally as well as intellectually. Use Madison Avenue techniques to appeal to all interests (newspapers, tapes, records). Be committed to mass education, not only to intellectually superior.

Q. How do you employ emotionality?

A. Each student memorizes poetry of his chosen poet. The teacher must lose his own inhibitions. Channel the student's desire to protest into constructive means.

Q. When presenting works to students, do you present poets en masse or do you concentrate on a given few?

A. Concentrate on a few, perhaps only one. Beginning students should be carefully guided.

Observations: The trend now is to eliminate the FL requirement. The language requirement should be a meaningful one, but must be practical. Required courses have built-in negative feelings. The number of semester hours for graduation should be increased, but conditioned to the individual student's need. FL courses should include all phases of culture, i.e. social, political, etc. Other Departments ought to encourage a second FL and interest in another culture. Why not have culture courses in English for non-college bound students? Outside reading should appeal to varying interests. There is too much emphasis on literature. Some students can be interested in a FL culture, but not in that particular FL. FL should begin earlier in the curriculum. Beginning classes ought to have the best instructors. Creative teaching should be emphasized.

The Administration should be encouraged to support FL. Guidance counselors sometimes produce a defeating effect on FL. College teachers tend to lack proper training in the "how" of teaching FL's. FL should be taught in that FL. Students are required to take 14 semester hours unless they have a FL background. They are required to take a minimum of 3 semester hours despite training.

(Report submitted by Richard E. **Novak**, Concordia Collegiate Institute, Bronxville.)